DOCUMENT RESUME

ED 202 755 SO 013 365

TITLE Teacher's Guide: Social Studies, 2.
INSTITUTION Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE 80
NOTE 131p.; Not available from EDRS in paper copy due to colored paper of original document. For a listing of related documents, see SO 013 363-373.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Basic Skills; *Concept Teaching; Educational Objectives; *Ethical Instruction; Grade 2; *Inquiry; Learning Activities; Primary Education; *Sequential Approach; *Skill Development; *Social Studies; Teaching Guides

ABSTRACT

Part of K-12 sequential series, this teacher's guide provides objectives and activities for social studies students in grade 2. Five major sections concentrate on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills include listening, speaking, viewing, reading, writing, map, and statistical abilities. Students follow oral directions, gather data from listening to recordings, role play a story they have made up, classify and draw inferences from photographs, unscramble a sequence of events, write sentences about the street where they live, and construct maps and interpret map symbols. Inquiry skills include noting similarities and differences, classifying, drawing inferences, generalizing, and hypothesizing. Students compare historical changes in classrooms, classify heights of their classmates, make inferences from photographs, and hypothesize about how fire was discovered. Concepts stressed are conflict, interdependence, and communication. Students simulate a worker/manager conflict, plan a park for children and older adults, and examine the mutual dependence in a water system. Discussion skills involve organizing and contributing to a discussion group. Students work in groups for show and tell and play games that teach about keeping on the topic. Strategies for discussing four moral dilemmas, and steps in decision making are outlined. Many activities rely on the Holt Data Bank program for readings. (KC)

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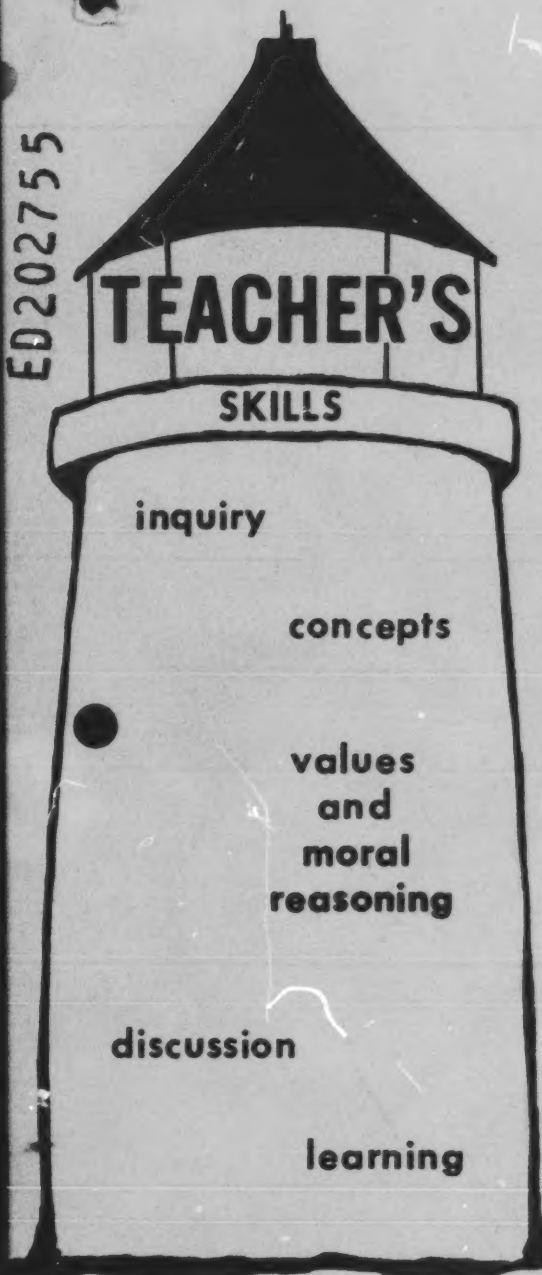

GUIDE

SOCIAL STUDIES

2

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The following curriculum product was developed by the Cortland City Schools and the McGraw Central Schools in a cooperative curriculum development effort sponsored by the Cortland-Madison BOCES.

Project Director 1977-78 - Frank Alessi
1978-79 -
1979-80 - Thomas Thurlow

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HOW TO USE THIS GUIDE

The Committee for the Revitalization of the Social Studies Program has prepared this Guide to assist the teachers in the Cortland and McGraw School Systems in the implementation of the Social Studies Program as it has been revised. The Guide is prepared with the following basic curriculum as a framework:

Grades K-6	Holt Data Bank Program
Grades 7 & 8	New York State and American History
Grade 9	World Cultures With Emphasis on Far Eastern and African Cultures
Grade 10	World History and Great Civilizations
Grade 11	American Studies
Grade 12	Social Studies Electives

At each of these grade levels, the Committee has prepared the sequential skill and concept developments which it has deemed important for achieving an effective, meaningful and productive social studies program. It is important that each teacher, at each grade level, seriously endeavor to implement those skills at the grade level for which he/she is responsible.

The goals of the project is mastery of Learning Skills, Inquiry Skills, Discussion Skills, Moral Development/Valuing Skills and Concept Development. The order in which they appear in this Guide is purely arbitrary, and each should be developed simultaneously throughout the school year. Each of the Guides is self-contained for that grade level and is color coded for easy reference. Each Guide contains skill descriptions, teaching activities, a flow chart and special helps. The teacher should first become familiar with each of the five skill areas when planning the year's work. Subsequently, the teacher should constantly check classroom progress in each area throughout the year.

Further development and evaluation of this program will be a continuing endeavor of the Project. It is necessary, therefore, that each teacher add supplementary materials as each may be forthcoming, utilize pre- and post- tests as they are issued, and respond to questionnaires and evaluation sheets which may be included.

This Guide contains the most recent results of countless hours of effort and contributions made by numerous teachers and administrators throughout the life of the Revitalization Program. Conscientious implementation will result in a program which infuses sequential skill and concept development into traditional content curriculum.

HOW TO TEACH SKILLS

For years, content has been the main focus in Social Studies Education. The Social Studies Revitalization Project has come to realize that skill mastery is as important as the acquisition and retention of information. With this in mind, skill development has a high priority in the implementation of our new Social Studies curriculum in this district. In spite of the fact that teachers have been teaching for skill mastery for many years, the Committee feels it is important that a review of skill development guidelines and techniques is worthwhile at this point.

Barry Beyer has developed four general guidelines:

1. The teaching of skills may be done with a variety of media. (films, experiences, as well as texts)

2. Content must serve as a vehicle as well as a goal for learning.

3. The most productive way to teach skills is to integrate them into the natural flow of the course content. For example, within the framework of a study of the American Revolution, the teacher may introduce and develop discussion skills, map skills, listening skills, concepts and values clarification.

4. The teaching of skills must be a conscious and organized effort on the part of both teacher and student.

   The teacher must:

   a. read about, tell about or show the skill
   b. explain the steps involved in using the skill
   c. demonstrate the skill

   The student must:

   a. practice the skill numerous times
   b. reflect on and summarize the skill*

Remember: There is a difference between teaching a skill and (constant) testing for skill acquisition. Teachers frequently assume students have previously acquired a skill, when, in fact, they may never have been systematically taught that skill.

*Beyer, Barry, Back To Basics, Social Science Education Consortium, 1977, pp. 21-23.

LEARNING SKILLS

INTRODUCTION

Seven learning skills were selected by the task group in the social studies project. Most of them will be very familiar to you, the teachers of education.

These skills are:

Listening
Speaking
Viewing
Reading
Writing
Map Skills
Table, Charts, Graphs and Statistical Skills

The Learning Skills Task Group realized that many of these skills are already an integral part of your daily teaching, although they may not be emphasized in the context of social studies. We found that these skills are important to all students and are used in all disciplines.

The purpose of the Learning Skills section of this guide is to clearly define the skills and integrate them into the Social Studies Curriculum. Many of the sample activities can be adapted to various subject matters, as well as to the materials we used.

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LEARNING SKILLS

Skill	Pages
Listening	L3 - L5
Speaking	L6 - L9
Viewing	L10 - L13
Reading	L14 - L16
Writing	L17 - L19
Map Skills	L20 - L23
Tables, Charts, Graphs & Statistical Skills	L24 - L26

LISTENING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can be aware of emotionally loaded terms and sweeping generalizations.								*	---	---	---	---	/
B.	Can follow sequence of ideas.	*	---	---	---	---	---	---	---	---	---	---	---	/
C.	Can recognize relationships from which inferences and conclusions can be drawn.	*	---	---	---	---	---	---	---	---	---	---	---	/
D.	Can be able to determine that some pertinent idea has been omitted and whether content and presentation are fair, accurate, and consistent to topic.								*	---	---	---	---	/
E.	Can follow directions given orally by teacher.	*	---	---	---	---	---	---	---	---	---	---	---	/
F.	Can gather data from a recording when guided or cued.	*	---	---	---	---	---	---	---	---	---	---	---	/
G.	Can gather data from teachers' and students' oral presentation.					*	---	---	/					
H.	Can gather data from a recording when not guided or cued.					*	---	---	---	---	---	---	---	/
I.	Can discriminate between main ideas and supporting details in an oral presentation and group discussions.					*	---	---	/					

* Grade at which skill is introduced
--- Grades at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF LISTENING

DEFINITION: An internal process in which the individual tries to understand the spoken language or other sounds.

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Skill B Can follow sequence of ideas.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.

Skill E Can follow directions given orally by teacher.

Skill F Can gather data from a recording when guided or cued.

Skill G Can gather data from teachers' and students' oral presentations.

Skill H Can gather data from a recording when not guided or cued.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Note: The teacher is responsible for the following skills at this level:

Skill - B
C
E
F

LISTENING SKILLS
ACTIVITIES

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Introduced at Junior High Level.

Skill B Can follow sequence of ideas.

The children will listen to a recording of the poem, "The Blind Man and the Elephant", and will be able to draw a picture of each part of the elephant as described. The children will draw conclusions about the poem. Source: Data Bank, Level II, Unit 2, Day 5.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

Children will listen to Recording 8 to learn how other children feel about their community. Data Bank, Level 2, Unit III, Day 18.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic. Introduced at Junior High Level.

Skill E Can follow directions given orally by teacher.

Discuss the rules of a Fire Drill - such as route to be followed, acceptable conduct, signals - then set a procedure for practices, and see if it can be followed. Data Bank, Level 2, Related Activities, Day 1.

Skill F Can gather data from a recording when guided or cued.

Ask the class if they think of some ways life has changed, as tools have been improved. Tell the children they will see a filmstrip illustrating some of these ideas, but with some different ones too. Data Bank, Level 2, Day 12.

Skill G Can gather data from teachers' and students; oral presentations.

Introduced at Intermediate Level

Skill H Can gather data from a recording when not guided or cued.

Introduced at Intermediate Level

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Introduced at Intermediate Level

SPEAKING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can give an oral report.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can participate orally and effectively in:					*	---	---	---	---	---	---	/	
	a. small group discussion													
	b. committees													
	c. forums													
	d. debates													
	e. skits													
C.	Can effectively participate in role-playing situation.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can pronounce selected social studies terms correctly.	*	---	---	---	---	---	---	---	---	---	---	/	
E.	Can develop and conduct oral interviews.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF SPEAKING

DEFINITION: The ability to use audible symbols effectively and understandably.

Skill A Can give an oral report.

Skill B Can participate orally and effectively in:

a. small group discussions
b. committees
c. forums
d. debates
e. skits

Skill C Can effectively participate in a role-playing situation

Skill D Can pronounce selected social studies terms correctly.

Skill E Can develop and conduct oral interviews

Note: The teacher is responsible for the following skills at this level:

Skill - A
B
C
D
E

SPEAKING SKILLS
ACTIVITIES

Skill A Can give an oral report. At this level to be able to orally review a simple situation. Example:

a. show and tell
b. reacting

The children will present their tools problems reports to the class to be discussed and evaluated. Source: Databank - Level 2, Unit 4, Day 7.

Skill B Can participate orally and effectively in:

a. small group discussion
b. committees
c. forums
d. debates
e. skits

Not Introduced at Intermediate Level

Skill C Can effectively participate in a role-playing situation to be able to convey an idea by participating in a spontaneous drama.

The children will role-play in a story they have made up. Source: Databank - Level 2, Unit 1, Day 12.

Skill D Can pronounce selected social studies terms correctly.

These general activities can be adapted to any level of learning.

1. WORD SCRAMBLING: Each one in a group of scrambled words is followed by a definition that states the meaning of the word when it is correctly spelled. Read each of the definitions and then unscramble the word.

2. Several sets of words are given. In each set two words have a definite relationship following these two words is a single word followed by a blank. Below the blank are three words. Choose the word that is related to the word that is related to the word preceding the blank in the same way as the first two words are related. Example: employer; employee - management: <u>labor</u>, trade, labor, employment.

3. Attaining Concepts

	Teacher	Student
a.	Say this word after me...	Repeats word
b.	This is an...	Looks at object, listens

Activities (con't)

	Teacher	Student
c.	This is also an...	given, or reads statements to which are illustrative examples of the concept.
d.	This is <u>not</u> an...	looks at new object, or listens to new description or reads statements which are not samples of the concept (but which may be similar, in similar form, etc.)
e.	Show me an... or Tell me what you think an... is or which of these describes an... or is this an...	points to object. Defines the concept. Selects from one or more descriptions.
f.	Asks: How then would you define an...	gives summary. generalizations (definition of concept)

4. <u>Anagram Games</u>, using specialized vocabulary at specific level. Source: <u>Success With Words in Social Studies, English, Science Math</u> by Harold L. Herber.

5. Use words surrounding an underlined term in each of a group of sentences to figure out the meaning of the term. Example: the interactions of <u>biotic factors</u> influence the development and survival of each other and the species.

6. There are six words in each section. Cross out the <u>two</u> words in each group that you feel are not related to the others. In the blank at the top of each group, write the term from the list given which best describes the relationship of the remaining four.

7. Use each pair of words, in a list given, in a single sentence that shows the relationship between the words.

   a. population : species
   b. community : population

8. For several groups of words, arrange each of the groups into a logical progression. State the reason for the sequence in the blank provided.

Skill E Can develop and conduct oral interviews. To use questioning effectively in acquiring information from another person.

You may wish to suggest that the class interview someone who works in the main office. Explain the importance of this office in running the school smoothly.

VIEWING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can list information derived from a single, still photograph	*	---	---	---	---	---	/						
B.	Can describe what is portrayed in a single, still photograph	*	---	---	---	/								
C.	Can classify photographs by subject	*	---	---	---	---	---	---	---	---	/			
D.	Can discriminate between relevant and irrelevant visual evidence	*	---	---	---	---	---	---	---	---	/			
E.	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips, or collections of pictures	*	---	---	---	---	---	---	---	---	/			
F.	Can arrange an interpretive display on a bulletin board						*	---	---	---	---	---	---	/
G.	Can interpret television	*	---	---	---	---	---	---	---	---	---	---	---	/
H.	Can identify and distinguish between various visual media						*	---	---	---	/			

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF VIEWING

Definition:

The visual inspection and critical assessment with a particular purpose in mind.

Skill A Can list information derived from a single, still photograph.

Skill B Can describe what is portrayed in a single, still photograph.

Skill C Can classify photographs by subject.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Skill F Can arrange an interpretive display on a bulletin board.

Skill G Can interpret television

Skill H Can identify and distinguish between various visual media. Introduced at Intermediate Level

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D
E
G

VIEWING SKILLS
ACTIVITIES

Skill A Can list information derived from a single, still photograph.

1. The children will classify pictures as those showing children and those showing adults. The students will then list physical features shared by everyone, categorizing them according to those that do and do not change as a person grows older. Source: Data Bank, Level 2, Unit 5, Day 3.

2. The children will observe photographs of four different locales to try to tell the exact location of each.

3. The children will build impressions of cities by viewing artists' photographs of cities.

Skill B Can describe what is portrayed in a single, still photograph.

1. The children will look at pictures of old Boston to observe what life was like when the city was new.

2. The children will observe photographs of four different locales to try to tell the exact location of each.

3. Using Sound Filmstrip 5, the class analyzes pictures of different kinds of buildings found in communities to help them in planning their own model communities. Source: Data Bank, Level 2, Unit 3, Day 20.

Skill C Can classify photographs by subject.

Given completed Data Master 3 (pictures) the children will compare the sounds people use with those made by animals. Source: Data Bank, Level 2, Unit II, Activity 1.

Skill D Can discriminate between relevant and irrelevant visual evidence.

The children will observe photographs of four different locales to try to tell the exact location of each. Source: Databank, Level 2, Unit 2, Activity 9.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

The children will observe how animals communicate danger. Source: Databank, Level 2, Unit 1, Activity 11.

Activities (con't)

Skill F Can arrange an interpretive display on a bulletin board.

Introduced at Intermediate level

Skill G Can interpret television.

Activities involved here can be adapted to all levels, according to circumstances and at the discretion of the teacher.

Skill H Can identify and distinguish between various visual media.

Introduced at Intermediate Level

READING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can sound out and pronounce words.	*	---	---	---	---	---	---	---	/				
B.	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can discriminate between the main idea and subordinate details in paragraphs, or in longer prose passages.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.					*	---	---	---	---	---	---	/	
E.	Can follow and UNDERSTAND written directions.	*	---	---	---	---	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILL OF READING

DEFINITION: A complex process of grasping the meaning from print, imagining, translating, inferring the intent, organizing ideas and evaluating meaning.

Skill A Can sound out and pronounce words.

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

Skill E Can follow and understand written directions.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
E

READING SKILLS
ACTIVITIES

Skill A Can sound out and pronounce words.

The children will read several pages of the textbook and add some new words to their vocabulary. Source: Data Bank, Level 2, Unit 1, Day 11.

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

The children will be able to read the textbook, and be able to name several facts about desert communities. Source: Data Bank, Level 2, Unit 3, Day 11.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

The children will read several pages in their textbooks and be able to unscramble a sequence of events. Source: Data Bank, Level 2, Unit 5, Day 18.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

Not Introduced at Intermediate Level

Skill E Can follow and understand written directions.

The children will read one of four problems about tools offered in their group's copy of Data Master 14, and will begin thinking about a solution to the problem as well as a way of reporting the problem and its solution to the class. Source: Data Bank Level 2, Unit 4, Day 6.

WRITING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can write short answers to questions found in the text and on worksheets.		*	---	---	---	---	---	---	/				
B.	Can construct one-sentence answers to several types of questions.		*	---	---	---	---	---	/					
C.	Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.			*	---	---	---	---	---	---	---	---	---	/
D.	Can write a short essay consisting of two or more paragraphs.					*	---	---	---	---	---	---	---	/
E.	Can construct and utilize questions which are designed to secure specific pieces of data.								*	---	---	---	---	/
F.	Can research and write term papers.						*	---	---	---	---	---	---	/

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILLS OF WRITING

DEFINITION: Communication by using written language symbols

Skill A Can write short answers to questions found in the text and on worksheets.

Skill B Can construct one-sentence answers to several types of questions.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

Skill D Can write a short essay consisting of two or more paragraphs.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

Skill F Can research and write term papers.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D

WRITING SKILLS
ACTIVITIES

Skill A Can write short answers to questions found in the text and on worksheets.

The children will write sentences to describe what they see in a group of pictures. Source: Databank Level 2, Unit 1, Day 10.

Skill B Can construct one-sentence answers to several types of questions.

The children will write about the street where they live and compare it with those described by other children. Source: Data Bank, Level 2, Unit 3, Day 18.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

1. The children will write a story about someone using a tool of the future, describing its uses, importance, and design. Source: Databank Level 2, Unit 4, Day 20.

2. Children will write short paragraphs using topic sentences.

Skill D Can write a short essay consisting of two or more paragraphs.

Given a series of pictures, facts, or events, the student will categorize under main headings.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

Introduced at Junior High Level

Skill F Can research and write term papers.

Introduced at Intermediate Level

MAP SKILL SEQUENCING

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can accurately determine the distance from one point to another.		*	---	---	---	---	---	---	---	---	/		
B.	Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.		*	---	---	---	---	---	---	---	---	/		
C.	Can state the relative advantages and disadvantages of various types of map projections.					*	---	---	---	---	---	/		
D.	Can construct and label a map.		*	---	---	---	---	---	---	---	---	/		
E.	Can understand and interpret map symbols.		*	---	---	---	---	---	---	---	---	/		

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

MAP SKILLS

Skill A Can accurately determine the distance from one point to another.

Skill B Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Skill D Can construct and label a map.

Skill E Can understand and interpret map symbols.

Note: The teacher is respo cible for the following skills at this level:

Skill A
B
D
E

MAP SKILLS
ACTIVITIES

Skill A Can accurately determine the distance from one point to another.

1. Orient map and note directions, using relative terms of location and direction. Given north on a map, they can locate the other directions.

2. Use cardinal directions (N, SE, & W) in classroom and neighborhood. Given one direction in classroom or neighborhood, they can locate the others.

3. Use small objects to represent large ones, as photograph compared to actual size, as showing a globe representing the world.

4. Compare actual length of a block or mile with that shown on a large scale map.

Skill B Can locate and interpret varieties of natural phenomena, patterns, land use, density of population, relative size of communities and so forth.

1. Recognize major cities of the world with respect to physical setting Identify symbols for cities.

2. Compare maps and draw inferences about ways of life from physical detail and distance from equator. Illustrate with pictures of people from extremes of lattitude.

3. Identify on globe and world map the equator, tropics, circles, continents, oceans, and large islands.

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Introduced at Grade 3

Skill D Can construct and label a map.

1. Construct simple maps properly oriented as to direction.

2. Learn to make simple sketch maps - to show location.

3. Make simple large-scale maps of familiar areas, such as classroom or nieghborhood.

Activities (con't)

Skill E Can understand and interpret map symbols

Using a map with several symbols, circle all of the things that can be found on the map:

1. trees
2. mountains
3. rivers
4. route numbers
5. cities
6. boundaries
7. roads
8. lakes

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can gather information from tables, charts, and graphs with and without specific cues.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can convert from one form of written tabular or graphic representation to another with or without directions.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can recognize inaccuracies or distortions in graphic presentations.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can recognize, organize, and construct time lines.					*	---	---	---	---	---	---	/	
E.	Can use an index to gather or present statistical evidence.										*	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

DEFINITION: The interpretation and representation for tables, charts, and graphs.

Skill A Can gather information from tables, charts, and graphs with and without specific cues.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

Skill D Can recognize, organize and construct time lines.

Skill E Can use an index to gather or present statistical evidence.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C

TABLES, CHARTS, GRAPHS, AND STATISTICAL SKILLS ACTIVITIES

Skill A Can gather information from tables, charts and graphs with and without specific cues.

Given Data Master 11 the children will read several graphs to discover population figures. Source: Data Bank, Level 2, Unit 3, Activity 8.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

The children will each fill out a chart listing differences and similarities among people. Source: Data Bank, Level 2, Unit 1, Activity 4.

Skill C Can recognize inaccuracies or distorting graphic presentations.

Interpret, analyze, and compare charts and pictoral material. Activities: See the activities under Skill A - Data Bank has numerous sources.

Skill D Can recognize, organize and construct fine lines.

Introduced at Grade 4

Skill E Can use an index to gather or present statistical evidence.

Introduced at Grade 9

INQUIRY SKILLS

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INTRODUCTION

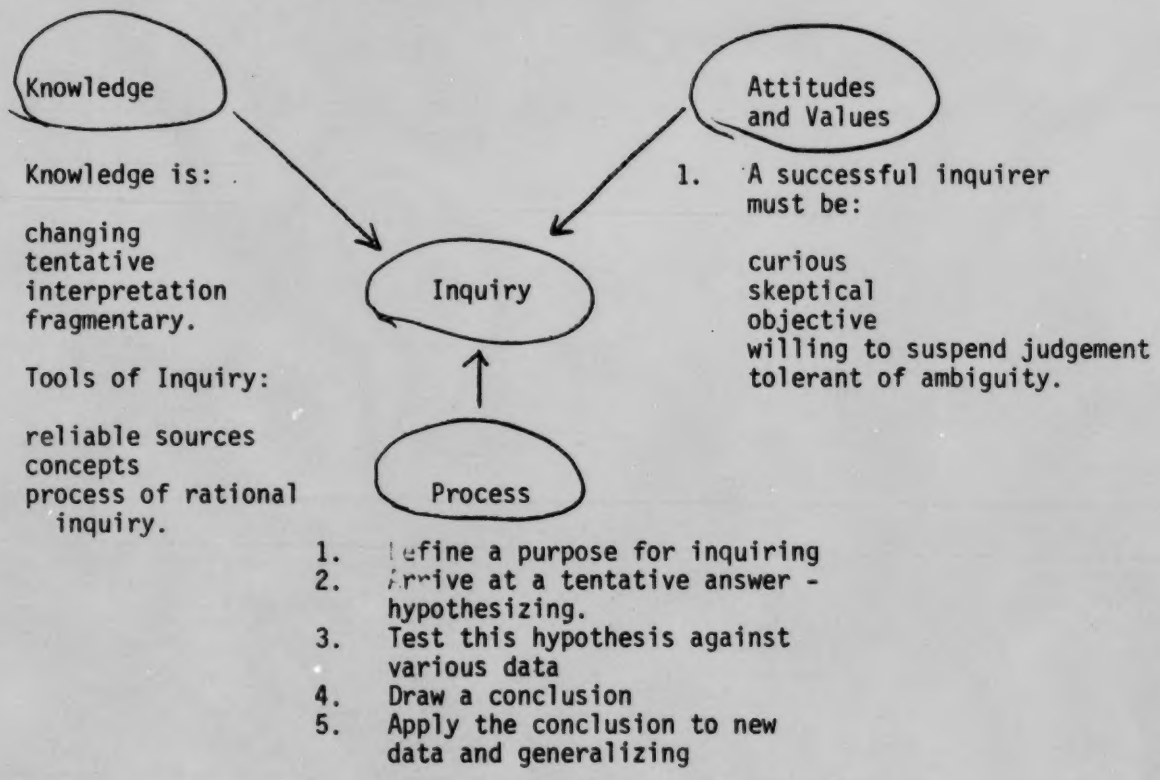
During the past decade, increased attention has been given to the teaching of social studies skills from kindergarten to the twelfth grade. The usual emphasis placed on acquiring content as an end in itself can no longer be justified. To survive in our rapdily changing world, our children do not need to memorize a myriad of useless facts, soon to be forgotten or superseded by new knowledge. Rather, they must leave the classroom equipped with the skills needed to uncover, process, and interpret data. In other words, with the realization that knowledge is doubling almost every decade, our children must possess the skills which will not only enable them to choose relevant data from constantly changing knowledge, but will also enable them to revise and re-evaluate what they have learned.

With this in mind, social studies educators must give priority to teaching skills that will be of most value to their students in the future. Probably the most important of these are problem-solving and critical thinking skills. Once acquired, these skills will enable children to learn independent of the classroom, thus becoming more responsible for their own education. Students equipped with these skills might be better able to cope with their personal problems, as well as survive the complexities of modern day society. Perhaps the most effective way in which these particular skills can be taught is through the use of inquiry.

What is "inquiry"? Some people have labeled it an approach, some have referred to it as a teaching method, while still others have termed it a strategy. Adding to the vagueness even more, some people believe that inquiry is synonymous with asking questions, analyzing information, critical thinking, or problem-solving. Yet amidst all this confusion, one common feature of inquiry emerges - that is, inquiry refers to a specific way that people can be guided in learning. According to Beyer, inquiry is a process that requires the learner "to perform

certain intellectual operations in order to make experience understandable."* It requires working with data in a special way, certain kinds of knowledge, and the possession of a unique set of attitudes and values that will support this particular way of learning.

Refer to the diagram below...*

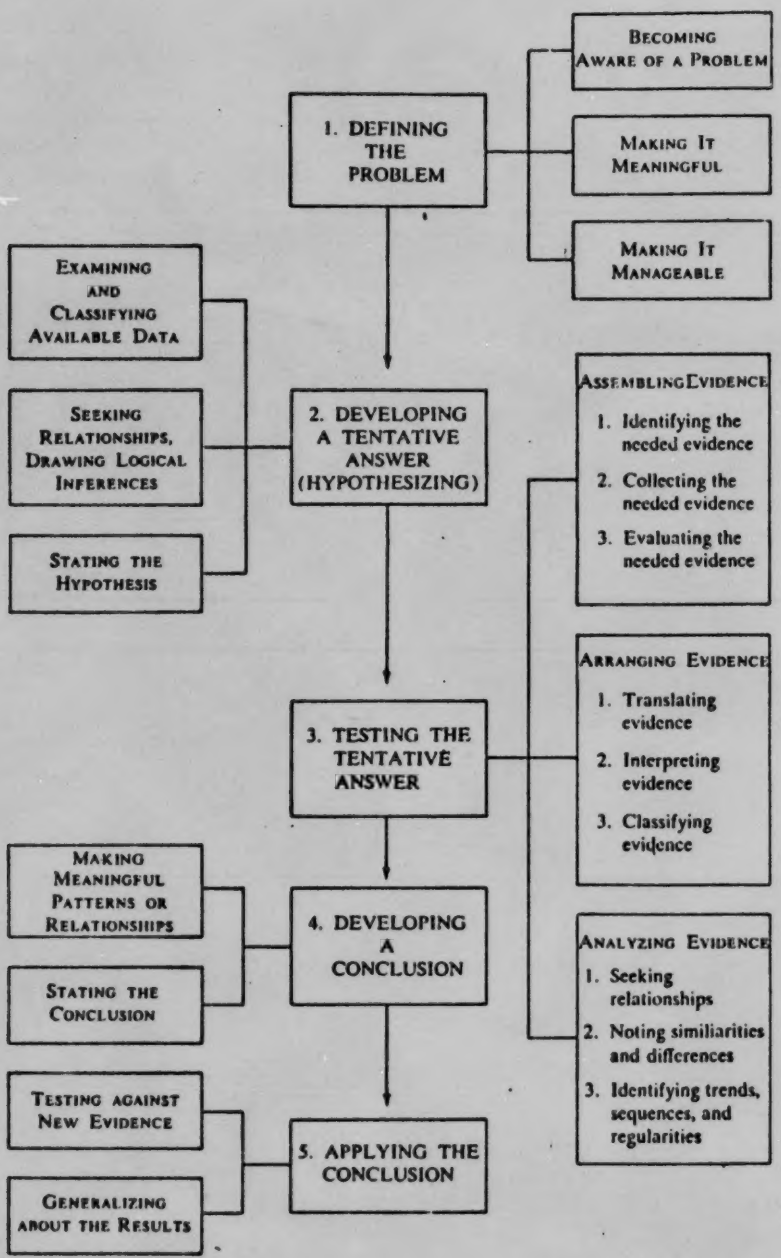


As depicted in this diagram, the three dimensions of inquiry are in practice inseparable. However, the "process" of inquiring is the key to inquiry. It is this process that makes inquiry learning so different from other ways of learning. It is a complex way of learning, but a very effective one. When viewed in its entirety, it looks like this...

*From Barry K. Beyer's Inquiry in the Social Studies Classroom: A Strategy for Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio 1971.

BEST COPY AVAILABLE

The Process of Inquiring*


1. DEFINING THE PROBLEM
Becoming Aware of a Problem
Making It Meaningful
Making It Manageable
2. DEVELOPING A TENTATIVE ANSWER (HYPOTHESIZING)
Examining and Classifying Available Data
Seeking Relationships, Drawing Logical Inferences
Stating the Hypothesis
3. TESTING THE TENTATIVE ANSWER
Assembling Evidence
1. Identifying the needed evidence
2. Collecting the needed evidence
3. Evaluating the needed evidence
Arranging Evidence
1. Translating evidence
2. Interpreting evidence
3. Classifying evidence
Analyzing Evidence
1. Seeking relationships
2. Noting similiarities and differences
3. Identifying trends, sequences, and regularities
4. DEVELOPING A CONCLUSION
Making Meaningful Patterns or Relationships
Stating the Conclusion
5. APPLYING THE CONCLUSION
Testing against New Evidence
Generalizing about the Results

*Refer to note on I-2; (page 50).

"In essence this process involves three distinct types of intellectual operations - making inferences from data, testing these against more data, and synthesizing bits and pieces of information into meaningful wholes. These operations are performed over and over again in almost every stage of inquiring. In the hypothesizing stage, an inference drawn from a brief survey of the data may be quickly tested and synthesized into a hypothesis. In the testing stage, this hypothesis is examined in the light of new evidence as each aspect is checked and inferences are made about it, tested, and finally refined, retained, or discarded. ...this process may be repeated numerous times before any acceptable conclusion is reached. Finally, these same three operations are engaged in when one treats the conclusion as a hypothesis to test it against additional data before finally accepting it... . These operations form the heart of the inquiry process - but they are not synonymous with it. The process uses these for different reasons and thus encompasses much more." (Refer to note on I-2; pg. 51).

"The process of inquiring, furthermore, utilizes analytical thinking (deliberate, step-by-step, logical thinking) and intuitive thinking (guessing, hunching, jumping to conclusions). Inductive reasoning, moving from bits and pieces of data to all-encompassing statements, and deductive reasoning, moving from all the relevant data to a concluding statement, are also used repeatedly and often interchangeably. Inquiring involves many acts, some conscious and deliberate, others haphazard and almost automatic. It is not always a neat progression of steps from one simple operation to another a bit more complex. The inquirer may frequently go through this process a number of times before the initial problem is resolved. Yet, inquiry starts with a problem or question of some sort and moves at varying rates of speed to some type of a resolution or conclusion. It is one way of making meaning from experience." (Refer to note on I-2; pg. 51).

The skills necessary for successful inquiry are numerous. However, for our purposes only eleven have been selected to be implemented in our comprehensive and sequential social studies program, kindergarten through the twelfth grade. They are as follows:

1. Noting Similarities and Differences
2. Classifying
3. Drawing Inferences
4. Generalizing
5. Hypothesizing
6. Distinguishing Between Facts and Opinions
7. Identifying Needed Evidence
8. Recognizing Biased Statements
9. Asking Useful Questions
10. Distinguishing Between Primary and Secondary Sources
11. Evaluating Sources of Information.

On the following page is a flow chart which identifies the particular grade in which a skill is to be introduced, the grades in which the skill is reinforced, and finally the grade in which mastery should be expected.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Noting Similarities and Differences	*	---	---	---	---	---	---	---	---	---	---	/	
Classifying	*	---	---	---	---	---	---	---	---	---	---	/	
Drawing Inferences	*	---	---	---	---	---	---	---	---	---	---	/	
Generalizing	*	---	---	---	---	---	---	---	---	---	---	/	
Hypothesizing		*	---	---	---	---	---	---	---	---	---	/	
Distinguishing Between Facts and Opinions					*	---	---	---	---	---	---	/	
Identifying Needed Evidence								*	---	---	---	/	
Recognizing Biased Statements								*	---	---	---	/	
Asking Useful Questions								*	---	---	---	/	
Distinguishing Between Primary and Secondary Sources								*	---	---	---	/	
Evaluating Sources of Information								*	---	---	---	/	

* Grade at which skill is introduced
--- Grades through which skill is developed and reinforced systematically
/ Grade at which mastery should be expected

NOTING SIMILARITIES AND DIFFERENCES

(Comparing)

Skill Description:

Students at all levels should be provided with sufficient opportunities to note likelinesses and differences. Initially, it is common practice to focus on differences. It would appear that what makes the difference is what really counts. Few of us observe the numerous similarities of objects which exist. When we ask them to contrast, we are asking for differences only. The kind of comparisons we attempt to elicit will depend on a variety of factors, namely, the age, grade level, and maturity of the student, as well as the nature of the task at hand. In the earlier grades, comparison may involve concrete objects; in the later grades, abstractions.

Examples:

1. Compare the two animals pictured below

Monkeys and Elephants

Similarities:

(1) Both are animals
(2) Both are mammals
(3) Both have hair on body
(4) Both have eyes, nose, mouth, and tails
(5) Both can be found in Africa and Asia

Differences:

Monkey	Elephant
(1) Can use front paws for manipulation	(1) Cannot use front feet for manipulation

Differences (con't)

Monkey	Elephant
(2) Can use fingers	(2) Cannot use toes
(3) Swings by tail	(3) Cannot swing by tail
(4) Moves quickly and freely	(4) Moves in a cumbersome way
(5) Is smaller than an elephant	(5) Is larger than a monkey
(6) Cannot lift large logs	(6) Can lift large logs
(7) Has no trunk.	(7) Has a long grunk.

If you were comparing a monkey with an elephant, perhaps you would have thought of other items to list instead of, or in addition to, those in this example. YOU are the one to decide what you will include in your comparison.

2. Compare the political climate, for the introduction of new economic solutions to the Great Depression, at the beginning of Hoover's presidency with the political climate four years later when F. D. R. assumed the presidency.

Noting Similarities and Differences

Level: Two

Source: Holt Databank (Inquiring About Communities)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given a conversation between a girl and her friends, the children will state three differences between what the girl said and the meanings that were understood by her friends. (Unit 2, Basic Activity 6)

Objective #2 After reading pages 64-66 in the textbook, the children will compare a list of people's needs and wants. (Unit 3, Basic Activity 4)

Objective #3 After examining textbook pages 130-131, the children will make a list of specific classroom articles that have changed by comparing pictures of turn-of-the-century classrooms shown in their textbooks with present-day articles found in their classroom. (Unit 5, Basic Activity 8)

Sample Evaluation Items

#1 Questions which could be asked:

a) Can you point out three different times the girl used words in one way, but the people she spoke to understand them another way?

- When the girl said "animal" the other girl thought she meant "dog".
- When the girl said "cat" the next girl thought she meant "tiger".
- When the girl said "a gray and white pussycat", the boy thought she meant "one gray cat and one white cat".

#2 After students have added to the lists of "needs" and "wants", ask questions which focus on comparing the two lists.

#3 Questions which could be asked:

a) Which items have changed?
b) How have they changed?
c) Which school room would you rather be in - yours or one of those pictured? Why?

CLASSIFYING

Skill Description:

"To classify is to assign names and arrange the data. It is a process of sorting to suit a particular purpose. Classification is putting data into groups. Each member of a group has one or more characteristics in common. Therefore, one can identify and place like things in certain categories or classes. Classification normally goes on throughout the inquiry process."*

Classification is used extensively in our lives. Evidence of classification can be found in the supermarkets, in our places of work, as well as in our homes. And frequently items which we find classified, can be grouped in many different ways depending on the purpose for the classification.

Example:

Group the following words into as many different classifications as possible:

cat	elephant	sheep
shark	turkey	robin
tuna	trout	tuna
lion	bass	pike
dog	eagle	bluebird

Possible categories might be as follows: animals that fly, animals that live in water, etc.

*Taken from Teaching Social Studies Skills, by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 191.

Classifying

Level: Two

Source: Holt Databank (Inquiring About Communities)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 The children will classify the heights of their classmates. (Unit 1 - Basic Activity 2)

Objective #2 The children will classify buildings in their community under several appropriate categories. (Unit 3 - Basic Activity 3)

Objective #3 The children will classify the types of things they could not do in the past, can do in the present, and hope to do in the future. (Unit 5, Basic Activity 1)

Sample Evaluation Items

#1 Sample questions could be:
Is everyone in the class the same height?
Who is the tallest?
Who is the shortest?

#2 Sample questions could be:
What is the building used for?
What is the size?
What is the color?

#3 Sample Questions could be:
What were you unable to do in the past?
What can you do now?
What do you hope to be able to do in the future?

Drawing Inferences

Skill Description:

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. This process is closely akin to general reasoning processes followed in the study of logic, but, of course, has implications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements on the next page go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practice with exercises of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unwarranged as inferences from the data provided.

Inference: "A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction" (unabridged dictionary).

EXAMPLES

I. Directions: Assuming that the information in the paragraph on the next page is true, it is possible to establish other facts using the ones in this paragraph as a basis for reasoning. This is called drawing inferences. There is, of course, a limit to the number of kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is True, if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE
F - if the statement may be inferred as UNTRUE
N - if no inference can be drawn about it from the paragraph

By the close of the thirteenth century there were several famous universities established in Europe, though of course they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in philosophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpelier or Salerno.

____ 1. There were lawsuits between people occasionally in those days.

____ 2. The professors were poorly paid.

____ 3. In the Middle Ages people were not interested in getting an education.

____ 4. There were books in Europe at that time.

____ 5. Most of the teaching in these medieval universities was very poor.

____ 6. There was no place where students could go to study.

____ 7. There were no doctors in Europe at this time.

____ 8. There was no way to travel during the Middle Ages.

____ 9. If a student wanted to be a priest, he would probably attend the University of Paris.

____10. There were no universities in Europe before the thirteenth century.

____11. There was only one language in Europe at this time.

Drawing Inferences

Level: Two

Source: Holt Databank (Inquiring About Communities)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given an imaginary community map, the students will be able to infer what kind of community it is and the kinds of occupationa held by the people living there. (Day 18, Unit 2)

Objective #2 Given a set of picture cards illustrating steps in the production and eventual consumption or use of one type of produce, the students will be able to infer who consumes the products shown on the cards. (Day 16, Unit 3)

Objective #3 After reading a textbook article and studying pictures of cars past and present, the students will be able to infer what automobiles will be like in the future. (Day 15, Unit 5)

Sample Evaluation Items

#1
a. What can you tell about the community and the people living there?
b. Point to the black rectangle on the map; what do you think that rectangle might be?
c. What would mapmakers want to color blue?
d. What do mapmakers often show using black squares?

#2 Give each child one card from Data Pack 6, ask each to list at least two people who might use this product.

#3 Ask the children to think about cars of the future.

a. How will they be run?
b. How fast will they go?
c. How might they be made?
d. What would you like to see changed in cars in the future?

GENERALIZING

Skill Description

A generalization is an understanding of a relationship between or among concepts. It is a means of linking ideas and concepts into a working relationship. Understandings called inferences, hypotheses, conclusions and principles are defined as generalizations. The relationship asserted by the phrase, "Land, labor, and capital are used in all production", is an example of a generalization. This phrase involves the separate concepts of land, labor, production, capital, and goods, and combines these concepts to form the generalization that some concepts are included in production of goods.

To clarify further the meaning of generalizations the following definitions are given:

1. A generalization has a relationship between concepts.
2. A generalization applies to whole categories, and asserts that something is true of some or all factors.
3. A generalization is a higher level of thinking than component concepts. It involves the meanings of the concepts but it makes its own meaning as the understanding of the concepts.
4. A generalization is based upon inference. It is derived from reasoning or suggestion, and it extends the scope of knowledge beyond observable data.
5. A generalization can be judged for truth and validity, which can be tests. If people agree on the meanings of the concepts in the generalization, then, by examining appropriate evidence, it can be tested by the methods of reasoning or inquiry.
6. The generalization is a body of understanding not verbalization, and is shown by overt behavior resulting from internal comprehension.

*Beyer P106-7 (Refer to note on I-2)

Generalizing

Level: Two

Source: Holt Databank (Inquiring About Communities)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 The children will generalize that people have more choices of behavior than animals do. (Unit 1 - Basic Activity 6)

Objective #2 The children will generalize about why people live in their community. (Unit 3 - Basic Activity 7)

Objective #3 The children will examine the collected data from the survey to reach the generalization that all people not only change as they get older, but change in many of the same ways. (Unit 5 - Basic Activity 6)

Sample Evaluation Items

#1 Ask students what can people choose to do that animals can't do.

#2 Sample questions could be:
Why do people live here?
Is your community special?

#3 Sample questions could be:
How do people change from the time they are babies until they reach the age of two?
Are there some things that change in every person?

HYPOTHESIZING

Skill Description

Hypothesizing is a process of inquiry growing out of attitudes, values and knowledge. It is a complex operation which requires an individual to first define a purpose for inquiring and then to guess at a tentative answer or solution - to hypothesize. Then the hypothesis must be tested against relevant data and draw a conclusion about the truth of tentative answer - hypothesis.

1. Define a purpose - one feels a need to know something about a question or problem, and to examine the purpose within limits.
2. Guess at a tentative answer - solution or plan. The guess is based upon the available data, plus the background experiences of the inquirer, and is conditioned by his own particular frame of reference.
3. Testing the hypothesis against relevant data. After forming the hypothesis it must be tested to see how it is supported by the relevant information. Data must be gathered, evaluated, and analyzed to test the hypothesis.
4. Drawing a conclusion about the accuracy of the hypothesis. If the evidence examined supports the guess, then it is accepted as an answer or explanation. If the evidence does not support the hypothesis, then a second hypothesis must be formed, and tested again.
5. Apply the conclusion to new data and generalize. Conclusions are tested to see if they face up to the new data. This broadens the conclusions and becomes more general and less specific.

*Beyer, page 21 (Refer to note on I-2)

Hypothesizing

Level: Two

Source: Holt Databank (Inquiring About Communities)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 The children will work in groups to hypothesize about the way in which fire was discovered, and then present their response to the class in the form of a written story or illustrations. (Unit 4, Basic Activity 9)

Objective #2 The children will choose one thing they would like to do in the future and draw a picture to illustrate their choice. (Unit 5, Basic Activity 1)

Sample Evaluation Items

#1 Divide the class into groups suggesting to them some of the possible natural sources of fire. Ask the students to tell how they think early people used fire.

#2 Have the students draw a picture to show what they want to be in the future.

CONCEPTS

INTRODUCTION

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources - not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied - at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation, buying and selling*, or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. The understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines - each of the social sciences can shed some light on them. In fact, they go beyond the social sciences - other areas of exploration, such as literature, art, science - can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Conflict	*	-	-	-	-	-	-	-	-	-	-	/	
Interdependence	*	-	-	-	-	-	-	-	-	-	-	/	
Communication	*	-	-	-	-	-	-	-	-	-	-	/	

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Communication	C20 - C29
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INTRODUCTION
CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict - they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented; those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neigher to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;
- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations - particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;

- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with the expression of anger, but it is also important to see other kinds of conflict - the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;

- contributes to knowledge of one's role as a group member and as a member of society;

- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;

- can be used as a lens for seeing more clearly the world around us - the natural environment, the local community, the global setting.

MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.

2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.

3. To be able to see similarities in the dynamics of conflict at all social levels - personal, group, community, nation, world community.

4. To explore a wide variety of ways to express conflicts and to resolve them.

5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).

6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

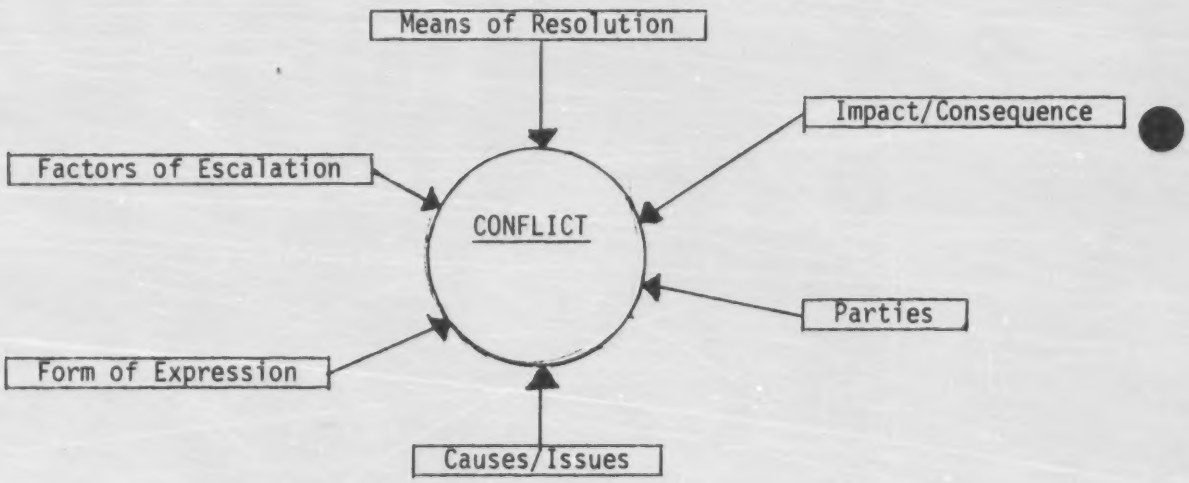
1. You do not have to deal with conflict - or any other universal concept - every single class period.

2. You should mention the label as infrequently as possible - hearing the words too often can have a negative effect.

3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.

4. Draw on the other areas of experience as much as possible - life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.

5. While an important goal of these guides is to develop a better sense of the total wo[illegible]vironment, you will find that much of the learning focuse[illegible]concept without trying to stretch it to global implicati[illegible]s approach is important: if concept is to work, the stud[illegible] must gain experience in as many different settings as possible - including their personal lives and their immediate surroundings as well as national and worldwide concerns.



Overall objectives for Primary Grades (K-3) students will:

1. begin seeing how conflict operates in a number of settings, including:
   - the student's own lives
   - families
   - nature
   - communities

2. be able to pick out examples of conflict, identifying the central problem, and examining different resolutions.

3. know that rules provide us with a means of expressing conflicts and resolving them.

Lesson I

Databank Unit III What is a Community?
Activity 17 "Mass Production"
Teacher's Guide page 109

Materials: colored paper
1 team of 10 individuals
1 factory manager

Approximate Time: 30-40 minutes

1. Prior to lesson, possibly the day before, select team of participants and assign roles for the lesson; see Teachers' Guide page 107 for list of roles. Also select one individual to role-play "factory-manager".

   - Select two individuals on the team and tell them that when they role-play their parts they will argue about wanting to to do each other's job. One student will want the other's job and the other will refuse to give it up.

   - Tell team of workers that as the argument develops they are to stop their "work" and listen.

   - Tell "factory-manager" that because nothing is being produced he is to step in and settle the argument - i.e. factory manager will order the two individuals back to work and get "production" back to normal.

2. Your instructions to the class are to have them watch the role-play and that they will discuss what happened afterwards.

3. Debrief of the lesson:

   - On the chalkboard draw the following diagram

   - Ask the students the following questions:

     1. What was the conflict about?
     2. Who were the people (parties) involved?
     3. How was the conflict expressed?
     4. How was the conflict resolved?
        - are there any other ways of solving these problems?
        - what do you think is the best way of solving this problem?

Lesson II

Databank Unit III What is a Community?
Activity 22 Rules for Communities
Teachers' Guide page 116

Materials: Student Text pages 84-86
Model community construction in previous lessons

Procedure:

1. Remind students as to how they decided on plans for the model community.

2. Remind students that disputes were settled by class vote.

3. Have students read pages 84-86 (Rules on Traffic Signs and Playground).

4. Have students perform the following activity:

   Tell the children they have the chance to plan a square-block park for their community, to be used mainly by old people and children. The class's job is to determine what they want in the park, what older children want there, and what old people want. Then, they have to figure out what should actually be put in the park.

   Begin by asking children about parks they have been to, and what they enjoyed there. Encourage them to bring in pictures of parks they like, or to draw pictures of favorite park features. These may include play equipment such as slides and sandboxes as well as natural features like ponds and trees. Keep a bulletin board list with pictures of class preferences.

   Next, assign everyone to interview either an old person or an older child about what they would like in a park. Try to get an even distribution between interviewers of the aged and of older children. The class questionnaire can be very simple:

   1) Imagine you can help plan a square-block park for children and the aged. What features would you want it to have?

   2) What suggestions do you have as to how the wants of old people and the wants of the children can be filled in the same park?

   When the questionnaires are brought in, ask the children to help you make two blackboard lists: (1) what the aged want, and (2) what older children want in the park.

   Then, talk about how the park can be planned. Does it look easy? Do the children in the class, the older children, and the aged

want any of the same things? Do they want many different things? What if your class did it all its way, or all the old peoples' way - would the rest be happy? Would it be fair? Among the answers to the questionnaires, are there some good suggestions on how to compromise?

For the actual planning of the park, set up a large piece of butcher paper as the basis for a kind of puzzle. If there are some park features all the groups want, the children can make pictures of these and place the pictures on the butcher paper (it is important that all features be moveable). Do whatever pre-planning you think is necessary so that the children's pictures will fit proportionally on the butcher paper. The drawings can be done on stiff paper that you have pre-cut and shaped properly.

Next, decide on the three or so features most important to each group of park users. Have students draw these features on moveable papers as before. Then give every student a chance to work with a small group on arranging the parts of the park in the best way. Have the class vote on the final plan, but be sure to give dissenters a full chance to explain and suggest changes. The ideal is to have everyone agree on the final park plan.

Lessons III, IV, V

Databank Unit III "What is a Community?"
Activity: To be used wherever teacher feels them to be appropriate.

Objectives

Students will:

- recognize that conflict exists in neighborhoods and communities, as much as it does in families and groups.
- be able to identify specific kinds of conflicts and ways of resolving them.
- know that conflict arises over people's needs and wants.
- understand that rules and government provide ways of managing (dealing with) conflict.

Lesson III Ways of Working

- Jobs and different kinds of work reveal the webs of mutual dependence within communities. You will also find examples of conflict. Relating to factories and jobs, the following questions might be explored:

  1. Why is the factory important to workers? How is it important to others in the community? What problems might the factory cause for the community? (getting to and from work, pollution) How can the problems be solved?

Lesson IV "Making Rules in a Community"

- Any of the following conflicts are excellent for showing how government and laws offer ways of dealing with community conflicts: poverty, race relations, renewal, planning, environmental protection.

- The class can learn about - or simulate - a variety of ways of settling conflicts:

meetings	petitions
votes	new rules
elections	

Procedure:

A. Use specific examples whenever possible - a problem with pollution, perhaps, or racial prejudice blocking people from voting or better homes.

B. Ask students to identify

- who is having the conflict?
- what is it about?
- how are people trying to solve it?
- what other things could be tried?

Lesson V "Give a Little"

- Rules also illustrate the value of compromise in settling any any conflicts

Procedure:

A. Discuss a specific situation and ask:

- what would happen if each side insisted on having its own way?
- do both sides have to give a little?
- can you tell about any conflicts that were settled by both sides giving in?

INTERDEPENDENCE IN THE K-12 CURRICULUM

Interdependence means simply *mutual dependence* - parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands - like the Energy Crisis - reverberates through all the others.

The forces at work creating this village environment are not hard to find - the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary inderdependence - like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.

   a. The continuing revolutions in industrialization, transportation, communication

   b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.

2. To increase students' understanding of the ways in which global interdependence influences the lives of the individuals, families, communities, and nations.

3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.

4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

   examples: Tribalism (including nationalism)

   egocentrism and ethnocentrism

   increased competition for scarce resources.

5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs - economic systems, political systems, ecosystems, etc.

GENERAL OBJECTIVES
PRIMARY GRADES (K-3)

Students should:

- develop a beginning understanding of what we mean by mutual dependence - people or parts of things depending on each other.

- by grade 3, know and use the term interdependence.

- become aware of how interdependence influences their own lives, their families, their communities.

- view interdependence as basic to all human life, and see how the concept operates in the natural environment and the life of animals.

Lesson 1 "When I Want a Drink of Water, I..."

Level 2 Inquiring About Communities
Unit 3 What is a Community?
Activity 14 "Goods and Services"

Objectives:

Student will:

- make inferences about the kinds of systems involved in getting a drink of water
- demonstrate that a system involves mutual dependence of its posts

Procedure:

You can begin by simply telling the class that they are going to learn about a new idea or word and write system on the chalk board. Or you may prefer to begin with something less direct, such as asking them what they do when they want a glass of water.

(IF at all possible, it would be helpful to buy the basic parts of a faucet at a hardware store to use for demonstration purposes. An alternative would be to reproduce the drawing on the next page - either draw it on the board or reproduce enough copies of it for the class.)

To get at the knowledge objectives stated above, here are some questions to ask:

- What do you do when you want a glass of water?

- The faucet you turn is pretty simple, isn't it? Or is it? Let's look at a faucet and see just how simple or complicated it is.

- Can you tell what some of the parts are that make up the faucet? (handle, spout, pipe, screw, washer, valve)

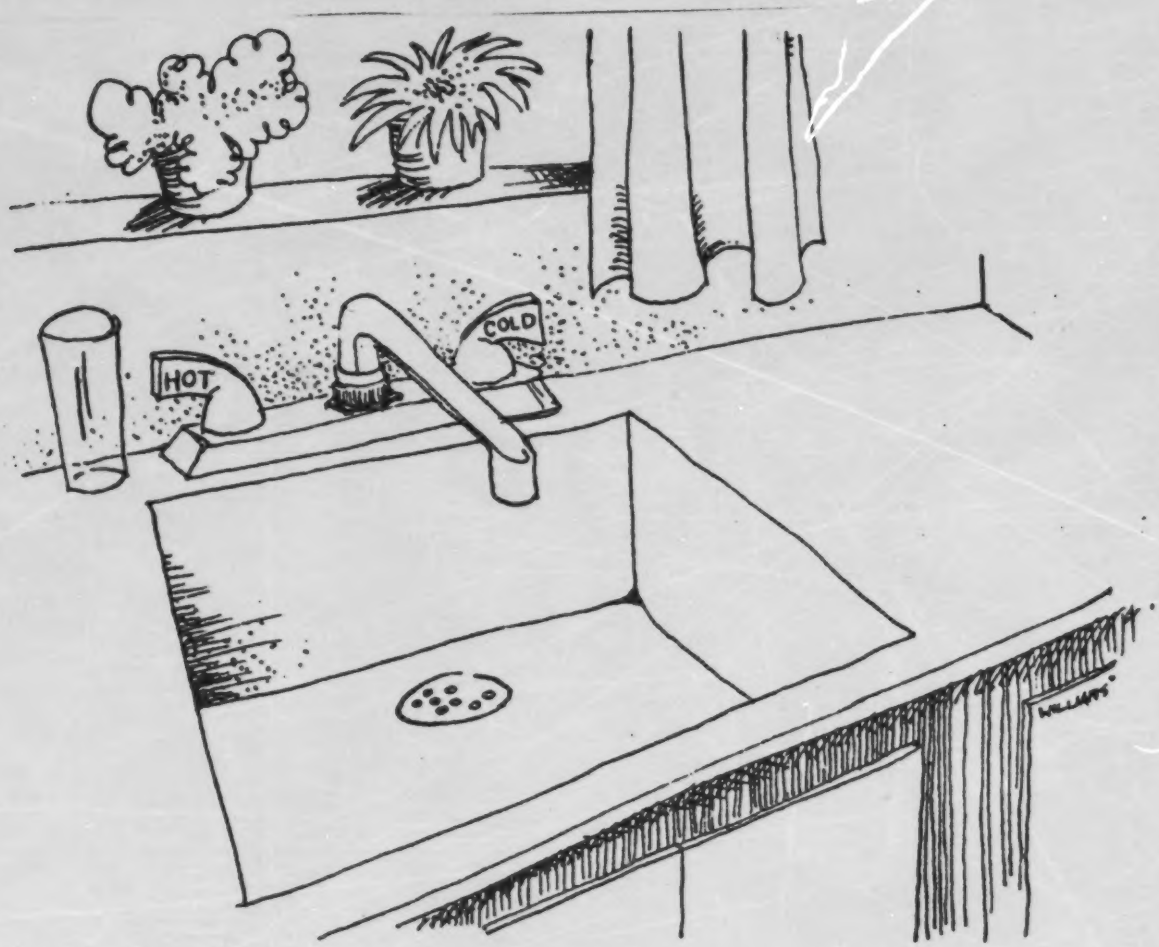
- If we take one of the parts away, will the faucet work? And what happens if one of the parts breaks - like a washer wearing out or a pipe bursting?

By now they will have the idea and you can tell them that a faucet is a system - anything made up of parts that need each other is a system. We say that the parts are dependent on each other.

Now ask them where the water comes from - how does it get to the faucet in the first place? As they begin to volunteer answers (and often some pretty wild guesses) point out each of

the systems mentioned and something about the parts making up each. (A list on the board would be helpful.) With some assistance from you, they will be able to mention such systems as:

- the pipes within the house;
- perhaps a hot water tank;
- drain pipes;
- the city or town pipes (water main);
- the community's water intake system;
- purification plants;
- sewage treatment plants;
- water meters (if this isn't complicating things too much for them) which determine how much water each household uses.



You can carry this exploration even further in two different directions.

(1) By helping them to see how many other man-connected systems are involved with those they've already mentioned - such as the manufacture and laying of pipes; people to build, install and read the meters; all the equipment in the water treatment plants; local government (for setting standards, seeing that pipes are properly installed and repaired). A photograph of a water treatment plant would illustrate dramatically just how complicated the systems are that make possible that first system which seemed so simple. (Notice, too, if they mention machinery, electricity or manpower as being essential subsystems.)

(2) By asking where the water comes from that goes into the water purification plant, thus leading them into weather and climate systems and systems of rivers and lakes (someone may have brought this up earlier).

Conclude the lesson by bringing them back to the original concept of systems. Once someone has restated the definition, point out that all of the systems (or subsystems if you prefer that term) that make up our water supply system depend on each other. To stress the point, you might ask them again what would happen if any parts of the system broke down.

If you think the class can handle the term, you could mention that this is what we mean by mutual dependence - when parts of a whole depend on each other.

As a homework assignment, you might ask each child to bring in a magazine picture of a system - being sure that he can tell what some of the parts are that make it a system. Or, you can proceed directly with Lesson 2.

Lesson II "How Many Systems at a Street Corner?"

Level 2 Inquiring About Committees
Unit 3 What is a Community?
Activity 14 "Goods and Services"

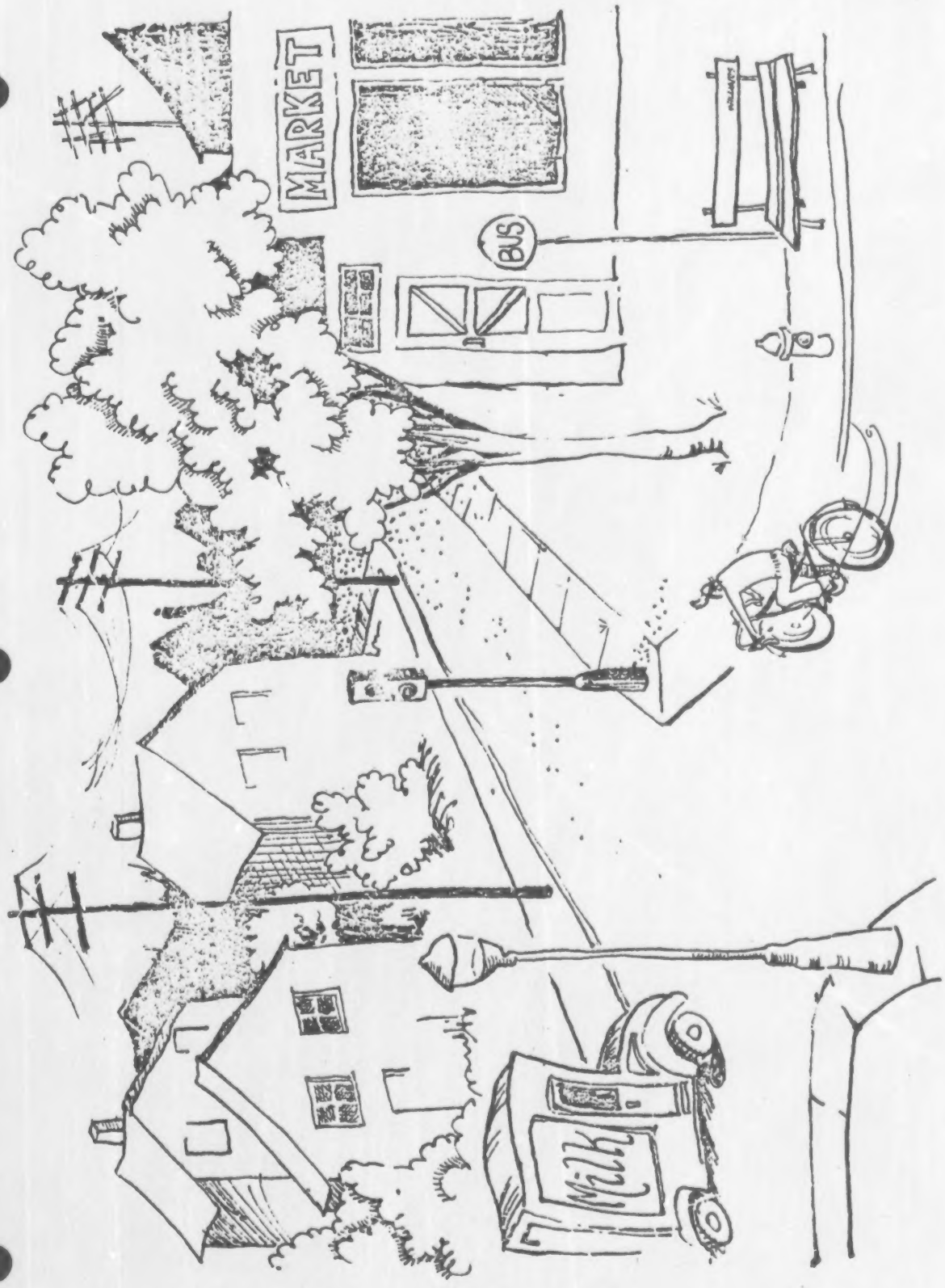
Objectives:

Students should:

- develop an awareness of how different parts of the community depend on each other.
- understand that within a neighborhood different systems operate and are dependent on each other.

Materials: Reproduce copies of the drawing so that each student (or pair of students) has one.

BEST COPY AVAILABLE



(Grade 2)

Procedure:

A. Have students work in pairs, with the task of identifying as many systems in the picture as possible.

- In going over the picture with the class, it would be best to have each pair of students name (and explain) only two or three items so that everyone has a chance.

- Some important elements to look for are:
  1. milk truck is actually made up of subsystems - fuel system, electrical system, brake system.
  2. Traffic light is itself a system, and is all part of a widespread traffic control system.
  3. Streets are parts of a road or transportation system.
  4. Tree is a system. What are its parts? How do they depend on each other? What other system does it depend on?

B. To avoid having the children get dizzy using the word "system", you might switch now to the idea of mutual dependence. Divide the class into 7 small groups, appointing a child to be leader of each. Give each group a system to discuss. Their task is to report to the class on how the parts of the system are mutually dependent and what other systems the people or things depend on. No more than 5 or 10 minutes should be needed for their group meetings. The following is a list of useful systems for them to deal with (city and forest being the most challenging):

family	grocery store
school	fire department
farm	city
baseball team	forest

Lesson III "Interdependence and Tools"

Level 2 Inquiring About Communities
Unit 4 People Use Tools
Activity: Culminating Activity for Unit

Objectives:

Student should:

- show an awareness of how humans are dependent upon tools
- know how people have used tools to change the environment
- understand the results of humans changing the natural environment.

Procedure:

A. After the Databank Unit on "People Use Tools" has been completed, organize the class into 3 smaller groups.

B. Tasks of the groups:

Group 1 - Create a poster which shows the results of humans changing the natural environment (both positive and negative effects should be considered).

Group 2 - Design a poster which shows how peoples' lives have been improved by the use of tools.

Group 3 - Design a poster which shows how humans have been careless in their use of the environment.

C. After each group has explained their poster to the class, the teacher can lead into a study of different kinds of pollution.

Ask: How does misuse of the environment in one part of the world affect other parts? (spread of air and water pollution).

Do some human groups create more pollution than others?

D. Value questions connected with this topic should not be ignored or dismissed. Let the children express their feelings about the responsibility of the United States to do more to protect the environment. Ask them how such activities as keeping parks clean, using mass transportation or conserving resources can help.

COMMUNICATION IN THE K-12 CURRICULUM

We will be using the term *communication* in its broadest sense - it encompasses the many ways of sending and receiving messages between people, as well as learning to deal more effectively with the various forms of mass media. The latter, for example, would include distinguishing fact from opinion, identifying hidden messages, and analyzing the influence of the media on lifestyles and personal decisions.

The following is a list of some of the goals developed in this set of guides. The list is not definitive or final. You will probably discover that other goals are also being met and, of course, you may not be working toward all of these at a given grade level. It is important to keep in mind that our basic aim is to provide students with a beginning mental image of what is involved in the word communication. Only in this way can we avoid the all-too-common situation in which students create their own mental image which turns out to be distorted or inadequate and thus fails to aid them in processing information.

Through experience, the student will gradually add to and modify his or her idea of communication. This will be achieved by applying the concept in increasingly sophisticated ways to a wide variety of subject matter. Thus, the overarching goal is to learn to use this concept as one more tool for making sense out of the world around one.

GOALS OF LESSONS FOCUSING ON COMMUNICATION

Students will:

1. recognize that communication includes not only language and artistic expression, but also appearances and behavior;

2. understand that clear communication involves quality as well as quantity - i.e., we can talk with friends or family members at great length and still miscommunicate;

3. perceive that the increased quantity of communication across national or cultural boundaries does not necessarily lead to understanding and acceptance;

4. gain experience in coping with such barriers to clear communication as

    - cultural differences in behavior and values,
    - misperception,
    - language differences,
    - ethnocentrism,
    - stereotyping;

5. improve skills in writing, speaking, listening, and interpreting non-verbal forms of communication;

6. experiment with various forms of self-expression in writing and art forms;

7. understand that good communication depends on language and thinking skills - including logic and the ability to recognize and analyze alternatives;

8. gain appreciation for the rich spectrum of ways in which humans convey messages to each other;

9. compare human and animal means of communication and cultural similarities and differences in communicating.

Lesson I "Sending and Receiving"

Level 2 Inquiring About Communities
Unit 1 You and Your Family
Activity: This lesson can be used at whatever point in the unit is most appropriate.

Objectives:

To increase precision in verbal communication, students will:

- repeat exactly what the previous response was before making their own response
- state oral direction clearly enough to be followed accurately by a classmate(s).

Materials Needed:

- assorted classroom objects, such as boxes, chairs, wastebaskets, etc., to be used for an obstacle course
- tinker toy set
- small pieces of drawing paper
- crayons

Procedure:

SUGGESTIONS TO THE TEACHER

Before beginning this lesson, consider how clearly your own directions are for students to follow. Try giving both clear and confusing verbal directions to see how students react, and have them discuss how messages can get crossed between sender and receiver. Fuzzy directions might involve having students try to find some object hidden in the room, armed with little information about what the object is, in which part of the room it is hidden, and what they are to do when they find it. Discuss why the search proved frustrating or even impossible.

Activity 1: Prepare a list of easily answerable questions. (Examples: "What color is your house?" "What is your favorite food?" "How old are you?" etc.) Tell the class that you will be asking some very easy questions that everyone will be expected

to answer aloud. Explain that each of them will have to repeat the exact answer of the person who answered just before them before they can give their own answer. For the first few questions, you can work in some order based on seating arrangements, but after that skip around the room in random order. Remind them that the two aspects of communication - sending and receiving, or talking and listening - are equally important. This kind of activity provides immediate feedback for children: they hear their own messages repeated and learn either that their messages were clearly received or that there were breakdowns between sending and receiving. As they hear errors in the messages they may then work to clarify and correct the original communication.

Activity 2: Another communication game is called "Air Traffic Control". As a starter for this activity, give confusing or conflicting directions about how student are to get a designated area. Then discuss with the class what happens as a result of unclear instructions. Certainly, time will be wasted; confusion and even conflict will result. Similar problems can result on highways or in airports if the communication of directions is not clear. Introduce the game "Air Traffic Control" which will help the class realize how important clear directions are on an airport runway. The object of the game is for an airport control tower to give directions to guide a pilot safely through an obstacle course serving as the runway. Have the class divide in half and stand in two parallel lines facing each other with enough room between rows to serve as the runway. Let the class decide what they will use for obstacles on the runway; classroom furniture, their own shoes and other belongings may serve as obstacles. Choose a pilot to stand at one end of the runway and another student to give directions from the air traffic control tower at the opposite end. Tell the traffic director that giving accurate and clear instructions will be absolutely necessary to the pilot. (Examples: "Go-slow-stop," "Over-under", "Big steps-little steps," "Right-left," etc.) Now blindfold the pilot and let the control tower begin giving the directions with the game continuing as long as the pilot can travel safely down the runway without touching any of the obstacles. When the pilot runs into an obstacle, remove the blindfold and have the class discuss how the faulty direction could be corrected. Write the unclear direction on the board and next to it the corrected ones suggested by the class. Continue the game with new pilots and control tower personnel until the instructions become clear enough for a pilot to make it safely down the entire length of the runway. Have both the pilots and control tower personnel discuss their problems as well as feelings in sending and receiving clear communication.

Activity 3: Another game which depends on clear directions between senders and receivers is called "Designers and Builders." In this game, a group of designers will make a simple structure

out of tinker toys or blocks. A group of builders, who have not seen the structure being designed will cover their eyes or wait in another part of the room, and then try to build the exact design from the designers' verbal directions only. Remind the two groups of students, designers and builders, of the rules. Only the designers may talk, and talking is the only way they can give building directions for their design; they may not show the model structure to the builders. The builders may only follow directions. They are not allowed to talk to each other or ask questions of the designers. Once the designers have agreed upon and completed one model structure to be hidden where the builders cannot see it, the builders are then given access to the tinker toys or blocks and can only do what the designers direct them to do.

The designers will get immediate feedback on how clear their directions are by seeing how closely the builders' structure resembles their original model. Encourage the designers to rephrase an instruction if they see the builders make structural mistakes. For further practice on an individual basis, have children choose partners and decide who will be the designer and who will be the builder. Follow the same procedures as with the group lesson above. Have each set of partners discuss how successful they were in communicating careful and clear construction messages. Then reverse the partners so that each builder has a chance to experience being the designer. Again let each set of partners discuss their successes and problems.

Activity 4: Drawing instead of building can substitute for or supplement the activity in the "Designers and Builders" game. In this exercise one student makes a simple geometric drawing which only he or she sees. Then the artist describes his illustrated design to the rest of the class, who in turn try to reproduce the exact drawing on their own papers. Again, only the artist/designer may talk and the rest of the class can only draw when given a direction. The artist/designer will have to be specific about the colors, shapes and sizes used in the original and the class will have to listen carefully in order to receive the needed information to complete the design. The immediate feedback of seeing how well one's directions came across and how closely the original design was duplicated indicates whether or not the communication was clear. Debrief by discussing both successes and problems and have the students consider how better directions would have corrected communication problems.

Lesson II "Dial-A-Likeness, Dial-A-Difference"

Level 2 Inquiring About Communities
Unit 2 People Use Language

Objectives:

To recognize that we all have many commonalities as well as differences, students will:

- talk with each other to identify commonalities and differences
- identify commonalities and differences they have with people of other cultures.

Materials:

- Pictures of people of other cultures, preferrably children of the same age group as the students in the class.

Procedure:

SUGGESTIONS TO THE TEACHER

Once the concept of verbal communication has been taught, it can be extended globally as children use verbal communication to explore human commonalities and differences. Encourage children to talk with each other and to share their common likes, experiences, feelings. At the same time, encourage open communication about their differences to build toward understanding of, and respect for, these differences.

If possible, after the children have communicated likenesses and differences with their own classmates, extend the communication to include others with whom the children are less familiar, including other ethnic groups. Helping children to recognize that they have many qualities in common as well as cultural differences is an important step toward improved cultural understanding.

Activity 1: The communication game, "Dial-a-Likeness, Dial-a-Difference," will give children a chance to talk to others and find out about their likenesses and differences. Form two circles. Half of the class will be the outside circle and the other half the inside circle, with the two circles facing each other. Each person will be across from a partner and likenesses and/or differences can be communicated between partners. (Note: the activity can be simplified to begin with by limiting the sharing to just likenesses first and differences later; or by asking each set of partners to communicate just one likeness and one difference.) When the teacher calls time, each set of partners is asked to share one likeness and/or difference they found out about. Then "dial" or rotate the inside circle so that each person has a new partner, and start them sharing likenesses/differences again. Continue until each person has met many partners and is beginning to see that all people have similarities as well as differences. Make sure you have each set of partners share orally with the whole group at least one thing they found out about each other. Encourage higher-level communication as they continue, going beyond obvious physical likenesses and differences to personal opinions, preferences and tastes. Help the children to verbalize any global generalizations acquired through this communication activity.

Activity 2: Extend these likenesses/differences games to encompass learning about other cultures. Give each child a picture of a

person from another culture or ethnic group. Ask each child to find out all the ways he is alike and different from the person in the picture. Encourage the children to go beyond physical similarities and differences; some of the pictures should show people expressing common feelings and engaging in common activities in different ways. For example, mothers from different cultures hold their babies in a variety of ways, but maternal love and protection are expressed in all. Then have the children exchange pictures and do the same with another picture.

RESPONSE FORM

1. Do you feel that the overall format of the Concept unit was appropriate for your grade level?

2. Were the lessons appropriate for the development of each concept?

3. What additional help can the concept's task group give you?

4. What successful activity have you developed that would be of benefit in developing these concepts.

Your Name Is _____

Your School Is _____

Your Grade Level _____

CONCEPT SEQUENCE REPORT FORM

Name: _____ Concept: _____

School: _____ Date: _____

Grade Level: _____

I. Titles of Lessons/Units:

_____

_____

_____

_____

II. Support Materials for Development:

A. Page numbers in Teacher's Guide:

_____

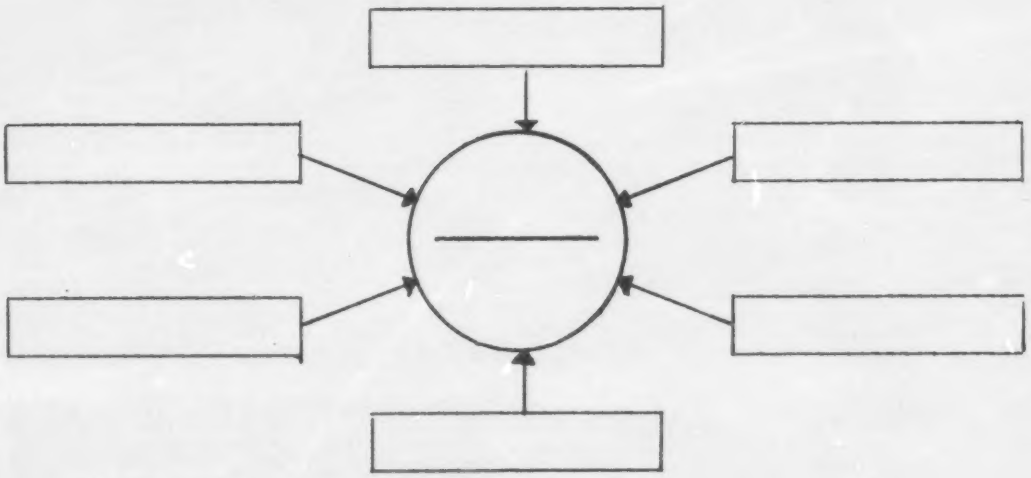
B. Type of materials used in lessons (A.V., text, picture cards)

_____

_____

III. Based on the Concept Model complete the following:

A. Please write in the particular aspects of the concept that are being developed in the lesson(s).



B. Please note what additional aspects of the concept can effectively be developed through these lessons.

_____

_____

_____

C. How adequate are the materials in developing the concept?

_____

IV. You have received a Teacher's Guide and Lesson Plans to help develop this concept in our school district.

A. Identify the pages in the Teacher's Guide and the Lesson Plan numbers that you think could be used with the text lessons.

	Teacher's Guide	Lesson Plans	Text Lesson
page #:	_____	(#)_____	(#)_____
page #:	_____	(#)_____	(#)_____
page #:	_____	(#)_____	(#)_____
page #:	_____	(#)_____	(#)_____

DISCUSSION SKILLS

INTRODUCTION

In our daily lives, few skills are used and abused more than discussion skills. Mastery of discussion skills is vital to success in almost every endeavor in our lives. Few of us, however, have had systematic training in the development of discussion skills and techniques. An examination of various curricula indicates that no plan exists for the sequential development of discussion skills. Too often we have assumed that discussion is an art with which we are born. Productive discussion requires the use of several skills which must be learned in a sequential fashion.

While we as educators must accept most of the blame for this lack of discussion skills development, it is not difficult to determine why this situation has persisted. We have not addressed ourselves to the need for the explicit and systematic teaching of discussion skills throughout the K-12 curriculum. Our study of the process of learning discussion skills indicated that a student's ability to engage in productive discussion is dependent on a variety of social skills and attitudes.

A student's ability to engage successfully in a discussion is dependent upon his ability to cope with emotions, to engage in listening empathically and affectively, and to demonstrate courteous behavior. A student must also possess a self-concept and have a willingness to contribute in order to participate in a productive discussion. Before discussion skills can be introduced, the students needs to develop the social skills needed for human interaction. Much of this work is presently being done on the primary level. By the end of the primary years, the students have begun to develop simple discussion skills and they engage in different types of discussion such as problem-solving and open-ended discussions.

It is the feeling of the Committee, however, that because of the press of other curricula demands, this elementary program of building the necessary social skills along with the systematic development of discussion skills begins to be neglected in the upper elementary grades and, for the most part, on the junior high levels. Yet, interestingly enough, teachers on the senior high level expect the student to have acquired the needed skills prior to the tenth grade.

This basically is the situation which faced our committee. Knowing full well that successful discussion requires mastery of both social as well as discussion skills, the Committee, nevertheless, decided to begin our task with what seemed to be the more manageable - the naming and describing of only those skills which we felt were the most basic to discussion and which could be developed systematically for K-12. Our list of discussion skills is not intended to be a comprehensive list; it is merely a beginning. We recognize that later it will be necessary to identify, describe and sequence the learning of social skills throughout the K-12 curriculum. That task awaits us.

Our present report includes the identification and description of eight basic discussion skills and their subskills. The identification and description of these skills was no easy task and some teachers may disagree with our choices. We will undoubtedly add certain skills as we implement the discussion skills aspect of the curriculum. In the meantime, we have suggested classroom activities which might be used to develop each of these skills, and we have made suggestions for evaluation items and techniques. In no way are these activities intended

to replace the teacher's imagination or creativity. Instead, we hope these suggestions will serve to stimulate new ideas and approaches. We will frequently consult with you as you develop more ideas and materials for teaching discussion skills. An S.O.S. form to be used to exchange suggestions, criticisms, and pleas for help is included at the end of this packet.

* Grade at which skill is introduced
--Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

SKILL BUILDING SEQUENCE	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting acquainted and establishing trust	*	--	--	--	--	--	--	--	--	--	--	--	--
2. Organizing for action													
a. Maintaining order within a group.	*	--	--	--	--	--	/						
b. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor & recorder.								*	--	--	/		
c. Introduced to roles of encourager & harmonizer											*	--	/
3. Contributing to the discussion													
a. Recognizing the value of contribution	*	--	--	--	--	--	--	--	--	/			
b. Taking the responsibility to contribute	*	--	--	--	--	--	--	--	--	--	--	--	--
c. Responding to other contributions	*	--	--	--	--	--	--	--	--	--	--	--	--
1) Verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
2) Non-verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
4. Active listening													
a. Listening for a specific purpose	*	--	--	--	--	--	/						
b. Listening to perceive differences of opinion and areas of agreement					*	--	--	--	--	/			
c. Listening carefully to be able to paraphrase what someone else has stated					*	--	--	--	--	/			
d. Listening to distinguish between fact and opinion								*	--	--	--	--	--
e. Listening carefully to be able to summarize what someone else has stated											*	--	--
5. Learning to co-operate	*	--	--	--	--	--	--	--	--	--	--	--	--

SOCIAL STUDIES SKILLS — DISCUSSION SKILLS

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Setting clear goals													
a. Recognizing the issues													
1) Stating the issue								*	--	--	--	--	/
2) Identifying the types of issues													
(a) Moral of value issues								*	--	--	--	--	/
(b) Issues of definition								*	--	--	--	--	/
(c) Issues of fact and explanation								*	--	--	--	--	/
(d) Legal issues								*	--	--	--	--	/
(e) Disagreement over frame of reference								*	--	--	--	--	/
b. Recognizing the types of discussion													
1) Simple recitation								*	--	/			
2) Inductive questioning								*	--	/			
3) Open-ended questioning								*	--	/			
4) Problem solving								*	--	/			
5) Debate									*	--	/		
c. Recognizing the purposes of discussion													
1) To solve problems								*	--	/			
2) To air one's opinion								*	--	/			
3) To find out what others think								*	--	/			
4) To clarify one's point of view								*	--	/			
5) To re-evaluate one's point of view								*	--	/			
6) To gain feelings of acceptance & belonging								*	--	/			
7) To persuade								*	--	/			
7. Discussion with a direction													
a. Being sensitive to other's responses											*	--	/
b. Stating the issue over which there is disagreement											*	--	/
c. Pursuing the issues systematically											*	--	/

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. d. Making explicit transitional statements											*	--	/
e. Recognizing the relevance of statements to the issue											*	--	/
f. Thinking on two levels													
1) "Taking a stand" and defending it											*	--	/
2) Being aware of the discussion process and student's role in it											*	--	/
8. Arriving at a conclusion													
a. Reaching a majority opinion	*	--	--	/									
b. Recognizing the four types of conclusions								*	--	--	--	--	/
c. Reaching a consensus											*	--	/

Eight Basic Skills and Their Importance in Discussion

1. Getting acquainted and establishing trust

In order for a group to function well, it is important for all members to get acquainted and establish trust so that each person feels comfortable with that group.

2. Organizing for action

Maintaining order within a group is a basic skill that needs constant attention and reinforcement. Initially, the process is teacher-directed. As the students become proficient in this skill, they should be encouraged to become self-directing in small groups at first, aiming at total class involvement and self-direction.

Hopefully by grade seven, the students have had experience with the various roles necessary for having a good discussion and would now be ready to recognize and to perform these functions:

INITIATOR - gets the discussion underway, helps the group organize itself, keeps the group moving steadily toward its goal

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate)

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion

By grade ten, the more sophisticated roles of encourager and harmonizer may be introduced.

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

3. Contributing to the discussion

a. Recognizing the value of all contributions

Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully.

b. Taking the responsibility to contribute

The student must individually decide what knowledge he wishes to contribute and when he wishes to contribute it. The pieces of information come from the student's own store of knowledge.

c. Responding to other contributions

(1) Verbal

Students must become aware of what others are saying and react to those contributions. Keeping to the point is essential for good discussion. The results of the discussion should be a combination of ideas - a group product.

(2) Non-verbal

Whenever two or more people interact, they send and receive messages. both verbally and nonverbally. Our non-verbal behavior may be as communicative as our verbal behavior.

4. Active listening

a. Listening for a specific purpose

b. Listening to be able to perceive differences in opinion and to perceive areas of agreement

c. Listening carefully to be able to paraphrase what someone else has stated

Before a student can constructively contribute to another's comments, he must thoroughly understand the other's position. Therefore, it is important that the student learn to restate what was said before he responds to it.

d. Listening to distinguish between fact and opinion

e. Listening carefully to be able to summarize what someone else has stated

If a discussion is to progress toward a meaningful conclusion, the participants need to be able to discuss and digest only the salient points. The student needs to learn to make a statement of the main points of the substance of the discussion.

(c) Issues of fact and explanation - disagreements about the descriptions or explanation of events. For example, "Man is a warlike animal" might be viewed by one person as being a fact while another might see it as being opinion.

(d) Legal issues - usually a combination of value, definitional and factual questions. The first issue in a legal question is whether or not a particular action can be classified as falling under an existing law. It then becomes a question of defining whether the act in question is covered by an existing law. Application of the law usually carries with it a sense of fairness. Concepts such as fairness, impartiality, and avoidance of cruel and unjust punishments are clearly value judgements.

(e) Disagreement over frame of reference - the way different people look at the world. The way people come to see the issues in a case is determined by their frame of reference, the most important values and beliefs that influence how they look at the world. For example, the proposed building of a new school might be viewed quite differently by a school child, a teacher, a taxpayer and a custodian.

B. Recognizing the types of discussions

For discussion to be successful, all members must know at all times what the goal of their interaction is. There are several types of discussion. Most types may be used on the elementary level, even if they are not specifically named. However, at the junior high level, the student should be aware of, and be able to identify, the five basic types of discussion. These are:

(1) Simple recitation - student answers questions asked by teacher and other students.

(2) Inductive questioning - student develops an idea as the result of careful, organized questioning by the teacher.

(3) Open-ended questions - encouraging the students to think and to value their own ideas as well as the ideas of others - no right or wrong answers.

(4) Problem solving - attempting to reach student consensus, not just sharing ideas.

(5) Debate - a structured exchange of two opposing sets of ideas, carried on under a set of rules.

C. Recognizing purposes of discussion

In addition, there are many purposes for discussion. The teacher may find it desirable to make the purpose of the discussion clear at the beginning. Hopefully during the junior high years, the student should understand and be able to interpret the seven basic purposes of discussion:

(1) to solve problems

(2) to air one's opinion

(3) to find out what others think

(4) to clarify one's point of view

(5) to re-evaluate one's point of view

(6) to gain feelings of acceptance and belonging

(7) to persuade

7. Discussing with direction

An effort to produce clarity in a "disciplined discussion" depends upon factors such as listening, responding to the issue, and trying to keep on the track.

A. Being sensitive to other's responses - developing sensitivity to what others are saying. The student should be able to recognize sensitive and insensitive conversation.

B. Stating the issue over which there is disagreement - this is necessary when the participants throw in too many opinions and there is much disagreement. The student needs to develop the ability to summarize the nature of the issue over which there is disagreement - this provides focus and direction for the discussion. A good way to do this is by stating the issue in question form.

C. Pursuing the issues systematically and with some degree of continuity - sticking with the issue long enough to deal with its problems thoroughly.

D. Making explicit transitional statements - making explicit the changes or transitions of the issues in a discussion.

When someone chooses to change the issue under consideration, he must make an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.

E. Recognizing the relevance of statements to the issue - determining whether or not a particular statement is related to the issue under consideration.

Challenging the relevance of a statement is a way of pressing toward greater continuity - systematically focusing on one issue at a time.

F. Thinking on two levels - discussant thinks on two levels at the same time:

Level #1 - He has to "take a stand" and think of reasons to defend it.

Level #2 - He has to be aware of the "discussion process" itself and his role or roles in it. For example, Am I responding to others' contributions? Am I actively listening? Am I sticking to the topic?

8. Arriving at a conclusion

Not all types of discussion result in a group product; it depends on the purpose of the discusion. The four types of conclusions are

a. Open-ended - each member comes to an individual conclusion in his own mind.

b. Authoritarian decision - a power figure imposes his conclusion on the whole group.

c. Majority-minority opinion - a group product which reflects the best to which all members can contribute.

d. Consensus - when the group arrives at a decision to which all group members can concur or support.

Table of Contents - Activities and Evaluations

for

Grade 2

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*1. Getting acquainted and establishing trust

Activity 2

Students stand in a circle. As one student bounces a ball to another, the receiver introduces himself (possibly adding other information about himself). The student then bounces the ball to another student and the next student introduces himself. For example "My name is Beth. I like chocolate cake. I bounce the ball to .....".

Activity 2

Show and tell - each day one student will be the "captain" for that day. He should bring something special to school to share with the class. This activity is very good for establishing trust within a group, and helping a child to feel accepted and part of the group.

*2. Organizing for action

A. Maintaining order with a group

Activity 2

Pre-Activity Instruction

At the beginning of the year, the teacher and class should jointly establish rules which will pertain to discussions held in that classroom. These rules should be displayed prominently in the room and be referred to often.

Activity

After several discussions, the students could be encouraged to draw pictures illustrating how following or not following the rules either facilitated or impeded the discussion.

*3. Contributing to the discussion

A. Recognizing the value of all contributions

Activity 2

Each child in the class is given a picture that will either fit into a picture of a zoo or a farm. (Each picture could have a piece of felt on the back so that it can be used on a felt board). Each child has a turn to tell about his picture and add it either under the zoo side or the farm. This activity gives each child an opportunity to contribute and they can see the finished product; a picture of a zoo and a farm.

B. Taking the responsibility to contribute

Activity 2

The Popcorn Game - A general question such as "What is your favorite T.V. program?", is given to the group. The children sit on the floor "in the pan". Each child may pop up and give his answer. He may only pop up once. The game is completed when all the popcorn is "popped", and each child has contributed.

C. Responding to other contributions

(1) Verbal

Activity 2

Train Game - this is a formal lesson on keeping to the point. The class is given a topic for discussion. A train track is set up with five stations. As a student contributes to the discussion, if he keeps to the point the train can move along the track. If he does off the topic there is a train wreck and the train goes back one station. The object is to conduct the discussion without going off the track.

(2) Non-verbal

Activity 2

Prior to the class, the teacher should prepare some activity cards showing stick figures or pictures demonstrating some of the following behaviors: happy, sad, crying, eating, drinking, fear, fatigue, physical hurt, disagreement, co-operation or sharing.

Each child who receives a card will act out the emotion (non-verbally) to a second child. The second child will then respond non-verbally to that behavior. The teacher may then ask for other children who feel that they have a different response to the same emotion or behavior to act out their responses.. At the end of each performance, the class may wish to discuss which response was the most appropriate.

*4. Active listening

A. Students should listen for a specific purpose

Activity 2

Before listening to a story or tape, the children are given specific facts and information to listen for. Then, after listening, discussion should take place using this specific information. This can also be used for listening for the main idea, etc.

*5. Learning to co-operate

Activity 2

Blocks - Divide the class into groups which sit in a circle. Each member receives the same number of blocks. The group must construct a house using all the blocks. Each person places his own blocks, but may take advice from the group.

6. Setting clear goals

*Note to the teacher

Prior to the discussion, the teacher will decide which of the following types of discussion best fits the subject at hand:

1. simple recitation
2. inductive questioning
3. open-ended questions
4. problem-solving

At the beginning of each discussion, the teacher should clearly define the purpose for the discussion so that the students understand what the topic is and that they are to stick to that topic.

7. Discussion with a direction (not introduced until 10th grade)

8. Arriving at a conclusion

A. Reaching a majority opinion

Activity 2

Given a problem such as "What refreshments will we have for our party?" the class should be able to discuss the problem and come up with a decision that is favored by the majority of the group.

EVALUATION 2

A student must have certain prerequisite skills in order to learn discussion skills. The development of listening, speaking, and several social skills is necessary if students are to develop their discussion skills.

The social skills and attitudes which need to be developed and emphasized K-1 include:

1. Promoting a favorable self-concept
2. Good listening habits
3. Clear expression of ideas
4. Coping with emotions
5. Willingness to disclose oneself

At the Grade 2 level there are three basic types of evaluation which may be utilized:

1. Teacher evaluation of individual students
2. Student self-evaluation
3. Group evaluation

As most activities at these levels are teacher-directed, the committee feels that the types of evaluation used should be at the discretion of the teacher. However, by grade three the students should have mastered sufficient basic discussion skills so that a teacher could specifically measure student ability to use these skills.

Example: The student could listen to a tape or dialogue of a conversation and be able to determine if the participants were keeping to the point.

Teacher's Role

The teacher's role in conducting a discussion is an extremely important one for which few of us have been adequately trained. Not only is the teacher responsible for teaching the students the skills necessary for discussion but he or she must be skilled in discussion.

Prior to a discussion the teacher must establish an atmosphere that fosters an open interchange of ideas. This can be done through room arrangement (informal, so that students can see other, with the teacher as a member of the group), teacher attitude, and activities designed to promote group feeling.

Good questioning is the key to success in any discussion. The teacher's role is to foster honest expression of opinion, probe for reasoning behind opinions, encourage students to comment on and challenge each others reasoning, and pose questions that focus on the issues being discussed. For example in a problem solving discussion the teacher might ask some of the following questions:

1. What are the best reasons for and against various courses of action? Why are these the best courses?

2. What is the principle underlying the proposed decision?

3. Is the recommended action consistent with the student's ideals?

It is the committee's hope that the following suggestions and explanations will prove useful to the teacher as they attempt the dual responsibility of teaching themselves discussion skills at the same time they are attempting to pass this knowledge on to their students.

Eight Basic Discussion Skills

1. Getting acquainted and establishing trust

   The teacher must himself display an attitude of trust. If the teacher displays an attitude of tolerance and acceptance toward student responses, stduents will soon learn to treat each other in the same manner.

2. Organizing for action

   A. Maintaining order within the group

      At the beginning group organization is teacher directed. Together with the group he or she sets up rules for discussion, clarifies the subject of the discussion and serves to keep the discussion going. The teacher should encourage students to develop a good concept of what discussion involves, establishing a good feeling for the rules, listening, taking turns, and keeping to the point.

B. Introduction to the roles taken by the members of a discussion group.

It is the responsibility of the junior-senior high teacher to present to the student the various roles played by the members of a discussion group. In grade seven the students are introduced to the roles of initiator, clarifier, summarizer, evaluator, contributor and recorder. The remaining roles of encourager and harmonizer will be introduced in grade ten.

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate);

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

The students should be made aware that one person may assume several roles during a discussion. The teacher should then encourage the students to use each of these roles in their class discussions. It may be helpful to stop the discussion at times to enable the students to identify the roles which have been assumed and to recognize how their use has affected the discussion.

3. Contributing to the discussion

A. Recognizing the value of all contributions

B. Taking the responsibility to contribute

During the class discussion the teacher should observe the work

of the group carefully, and note the following:

1. How did the group pattern their contributions?

2. Was order kept and how?

3. What means were used to encourage the more reluctant members to contribute?

The teacher should not always feel that it is necessary to step in if the group is slow in starting. The pressure of silence may encourage people to contribute. If you find after observing several discussions that certain students dominate the discussion and others sit silently you may find it helpful to place contributing members in one group and non-contributing members in another. This may encourage the silent members to stop relying on the contributors and prompt them to contribute.

C. Responding to other contributions

1. Verbal

If the teacher feels a student's contribution does not relate to the discussion he may wish to interrupt and ask that student to explain how his or her statement relates to previous contributions.

2. Nonverbal

Students should be made aware that some behaviors facilitate while other retard discussion. The committee realizes that as a part of the primary reading and language arts program much emphasis is placed on this skill. However, it is the opinion of the committee that this skill is progressively neglected in the upper grades. We recommend that teachers make students aware of certain actions that can encourage discussion (smiling, nodding, establishing eye contact, sitting complacently, etc.) and that other actions hinder discussion (tapping, yawning, fidgeting, etc.).

The students should be cautioned that the signal may not always be perceived the way that it was meant to be. For example, a yawn may be interpreted as boredom when it is merely a sign of fatigue. A teacher may want to note that some classroom behaviors such as giggling, horseplay, etc. may indicate that the student is feeling threatened by the discussion.

The teacher should encouarge the student to recognize that certain body positions have a language of their own. For example, when a student wishes to contribute to the discussion, he will frequently raise his head and lean forward slightly. Secondly, folded arms and downcast eyes may indicate disapproval, boredom, fear of being called upon, complete lack of interest, or merely the fact that the child does not understand the dicussion and is ashamed to admit it. When a student sits up, looks at the leader expectantly while gathering his materials, these are signals that the student needs a break.

4. Active listening

5. Learning to co-operate

6. Setting clear goals

As a student gains discussion skills, he will increase his ability to recognize issues, types of discussion, and the purposes of discussion. Prior to seventh grade it is mainly the teacher's responsibility to see that each discussion has a clear goal.

Classroom discussion will take one of the following five forms:

1) simple recitation
2) inductive questioning
3) open-ended questioning
4) problem solving
5) debate

With the exception of debate, we expect the students to be able to participate in each of these forms but recognition of the terms is not necessary until seventh grade.

The teacher's role will vary depending on the type of discussion used.

Type of Discussion	Teacher's Role
1. Simple recitation	1. Asks questions
2. Inductive questioning	2. Carefully plans sequence of questions to help students arrive at a concept.
3. Open-ended discussion	3. Provides initial focus for discussion, accepts all responses, and refrains from evaluation while encouraging clarification when necessary.
4. Problem solving	4. Reminds students of purpose of discussion, points out similarities and differences among points of view, and charts information to be used for purposes of comparison and contrast.
5. Debate	5. Teaches format of proper debate and acts as resource person in helping students find information

The teacher should keep in mind the following purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging
7. to persuade

Beginning in tenth grade and continuing through twelfth grade the teacher is responsible for reinforcing the student's ability to recognize issues, types of discussion and the purposes of discussion.

7. Discussing with direction

In most cases it is the teacher's responsibility to guide the direction of a discussion prior to the tenth grade. The teacher must recognize and encourage the following to take place during classroom discussions:

a. being sensistive to other's responses

b. stating the issue over which there is disagreement

c. pursuing issues systematically

d. making explicit transitional statements

e. recognizing the relevance of statements to the issue

f. two level thinking - making pertinent contributions and assuming a role in the discussion

In the beginning the teacher may find it necessary to verbally step in to direct the discussion. However, we hope that as time goes on and the students become more proficient, the teacher will take less of an active role.

8. Arriving at a conclusion

The simplest type of conclusion is the majority opinion. Although the teacher and students may feel uncomfortable with open-ended conclusions, because of our conditioning in expecting an answer, this type of conclusion is useful in encouraging student to air their personal opinions. Because the authoritarian conclusion stifles open discussion, this is the type least recommended. Consensus is the hardest conclusion to achieve. The teacher and the students must learn to become aware of those persons who disagree with the majority. They must be specifically alert for dissenters who are ignored, especially the quieter members who disagree but do not state their opposition vociferously.

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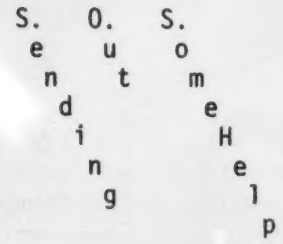


INTRODUCTORY STATEMENT - Response Forms

In order to continue to develop, correct, and improve the Discussion Skills Packet (D.S.P.) and keep open the very necessary lines for your suggestions and possible appeals for assistance we have developed this form to be used by the classroom teacher.

If, after having read and/or used the D.S.P. you have any constructive suggestions to aid us all in the continuing development of this packet, please fill in the section provided. We all need help (the committee more than others).

If you have had success in the use of the D.S.P. please fill in the section provided. Way to Go. Who Loves You Baby.

If you have had an unpleasant experience in using the D.S.P., please take two aspirin and fill in the section provided. Excedrin Headache #26.

If you have any activities or evaluations that you have developed in your classroom that may be of use to your fellow educators, please fill in the section provided. Show off!

And please, if you are having any difficulty in using or understanding this Discussion Skills Packet, do not push it aside. Let us know how we can be of help to you for this is also the function of the committee and we will not leave you hanging (too long). As you will note, there is a section on this form for an answer (hopefully) from the committee or at least a reply to let you know someone out there cares.

If you have no need of this sheet, congratulations, and please pass it on to someone less fortunate.

RESPONSE FORM #1

Teacher's Name _____

School _____

I. Where do we need help? (excluding the obvious answer) Please fill in your constructive suggestions in the following areas.

A. Skills

Did we miss any? Any problems with ours? Don't forget to check the flow chart.

_____

_____

B. Activities

What's happening? Is your room still in one piece? Any students missing? How's your headache?

_____

_____

_____

C. Evaluation

Does it evaluate? Is it right on? Did you check the flow chart?

II. Way to go! We told you it would work. Please tell us the areas or activities that worked well for your class or classes or classi, whatever.

_____

_____

_____

_____

III. Excedrin Headache #26. Sit down and tell us all about it. Bet you didn't check your flow chart or maybe your gas tank. Remember we still love you.

_____

_____

_____

_____

_____

_____

IV. Show and Tell time. We would appreciate your experience and knowledge in areas you have succeeded and we have missed. Tell it like it is!

V. Help! Tell us what the problem is and if Dear Abby can't handle it we will light a candle for you. Tell us what the specific problem area is if you know, if you don't know, ask your neighbor.

VI. Committee's Reply

If this doesn't work, punt, play your trump, or move to a cave.

RESPONSE FORM #2

The information we need from you for assistance and continued improvement is the following:

I. SKILLS

1. Which skill(s) were you working with from the ones suggested in the Discussion Skills Packet? (D.S.P.)

2. What activity(ies) suggested in the D.S.P. did you use in connection with that skill?

3. Were there any skills needed as a prerequisite but not mastered at this grade level which impeded the successof that activity(ies)?

4. Was the activity(ies) suggested in the D.S.P. used by you successfully?

5. Why do you feel the activity(ies) were successful?

6. Did the activity(ies) suggested in the D.S.P. and used by you prove unsuccessful?

7. Why do you feel the activity(ies) may not have succeeded?

8. May we have any constructive suggestions of yours on this particular skill and activity?

9. For that matter, may we have any constructive suggestions on any part of the D.S.P. such as misplaced skills (check flow chart- misplaced activities, etc.

10. What successful activities have you developed in your class for the students which we have overlooked and can be of benefit to us all?

Your Name _____

Your School _____

Subject area. Skill(s) and Activities used.

_____

_____

RESPONSE FORM #3

II. EVALUATION

1. If the acitvity(ies) in the D.S.P. had an evaluation did you use it?

2. Was the evaluation(s) useful in connection with the activity(ies)?

3. Did the evaluation(s) prove not to be useful for the activity(ies)?

4. Why do you feel it was not useful?

5. If the activity(ies) used from the D.S.P. did not have an evaluation, did you use your own?

6. What was your evaluation?

7. Did your evaluation prove successful and useful?

8. May we have your constructive suggestions on the evaluation of the activity(ies) or any others in the D.S.P.?

Your Name _____

Your School _____

Subject area. Skill(s) and Activity(ies) used.

_____

(Grade 2)

VALUES & MORAL REASONING

Introduction

The development of moral values is unique in the Social Studies skills development in that the process is entirely individual, and that progress in the clarification (realization) of one's set of values cannot be taught in the usual sense of the word. I.e., a student cannot be taught a value, but rather he or she will (1) come to a realization of what his personal values are, and (2) become cognizant of and receptive to the values of others and thereby enlarge his own value structure.

Historically, values education has been a part of the curriculum in one form or another whether it be in show-and-tell sessions, or in class meetings in which rule infractions or classroom problems are discussed. For years teachers have been charged with the task of developing honesty, good citizenship, patriotism and the other values held common in our society. The thrust of this segment of our Guide is to assist the teacher in developing a systematic approach to values education by formulating a program of values education and by providing models appropriate for the students at each grade level.

There are a number of important factors that should be kept in mind by the teacher. First, the teacher provides the model, but not the answers. Secondly, valuing is a continuous process and is best achieved by a step-by-step process at the levels familiar to the student. It is, therefore, necessary that teachers use the models assigned to their grade level so that sequential exposure may be achieved.

Thirdly, children develop and clarify their values at different rates and, as with other goals of the Curriculum Project, no grade level will be responsible for the final completion of a set of values. The task of the teacher is to provide experiences for promoting moral development within his/her own grade level.

The Project has utilized three techniques for promoting moral development and/or the clarification values. These three techniques are described under Skill Description in the following pages of this Guide. If further assistance or instruction in the "how to" of implementing valuing is needed, two audio-visual teaching aids are available; "A Strategy For Teaching Values" (Guidance Associates), and a more extensive study, "Teacher Training in Values Education - A Workshop" (also produced by Guidance Associates.) These aids are available through the Social Studies Office at Cortland Jr.-Sr. High School.

In order to make Values Education an effective and continuing process, a <u>minimum</u> of four dilemmas should be used each year, making sure to utilize both the Moral Reasoning and the Values Analysis strategies. The Values Clarification strategy should be used whenever appropriate.

Finally, it should be noted that the development of values is <u>closely</u> associated with the development of Discussion Skills, and the information contained in the Discussion Skills section should be reviewed and implemented before a values lesson is initiated.

Values and Moral Reasoning

Skill Description

Three techniques are to be used in the development of values and moral reasoning in our Social Studies Program. They have been implemented in the curriculum workshops and are briefly described herein.

(1) Moral Reasoning Strategy - The strategy is based on Kohlberg's stages of moral reasoning in the development of Values Education.

KOHLBERG STAGE DESCRIPTION

Level One: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favors) and from the physical power of those in positions of authority.

Stage One: Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.

Stage Two: Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of "you scratch my back and I'll scratch yours." Reasoning involves little consideration of loyalty, gratitude, or justice.

Level Two: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify the existing social order.

Stage Three: Decisions result from a desire to please and help others and receive their approval in return. Behavior is frequently judged by intention - "he means well" becomes important for the first time.

Stage Four: Decisions result from a desire to maintain the existing authority, rules, and social order. Right behavior consists of doing one's duty.

Level Three: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles which have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

Stage Five: Decisions result from recognition of an individual's rights within a society which has a social contract.

As a result, the individual's reasoning emphasizes the "legal point of view," but with an emphasis upon the possibility of changing laws.

Stage Six: Decisions result from an obligation to universal ethical principles which apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.

(2) The Values Analysis Strategy - This approach is based on Dewey's Reflective Morality Process and is concerned with the process by which a student makes moral decisions. The strategy forces the student to examine many alternative decisions before he/she actually is allowed to make their own decision concerning a moral dilemma. This process is excellent training for making real life decisions. The goal of this approach is to develop sophistication in the decision making process.

(3) Values Clarification[1]

The values-clarification approach tries to help young people answer some of these questions and build their own value system. It is not a new approach. There have always been parents, teacher, and other educators who have sought ways to help young people think through values issues for themselves, and they have done this in many ways.

However, the values-clarification approach is more systematic and more widely applicable. Unlike other theoretical approaches to values, it is not concerned with the content of people's values, but the process of valuing. The focus is on how people come to hold certain beliefs and establish certain behavior.

Valuing is composed of seven sub-processes:

PRIZING one's beliefs and behaviors
1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors
3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs
6. acting
7. acting with a pattern, consistency and repetition

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather, the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

[1]Adapted from Simon, Sidney, et.al. Values Clarification A Handbook of Practical Strategies For Teachers and Students, Hart Publishing Co., Inc. New York, NY, 1972, pp. 18-20.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the consequences, do they develop their own values.

Similarities and Differences Among Approaches of Moral Development, Values Analysis & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process

All are concerned with helping people cope with their values, resolve conflicts and live better lives.

Moral development and values analysis are both concerned with the reasoning process.

All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgements and actions.

Differences:

Moral Development vs. Values Analysis

In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn, will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.

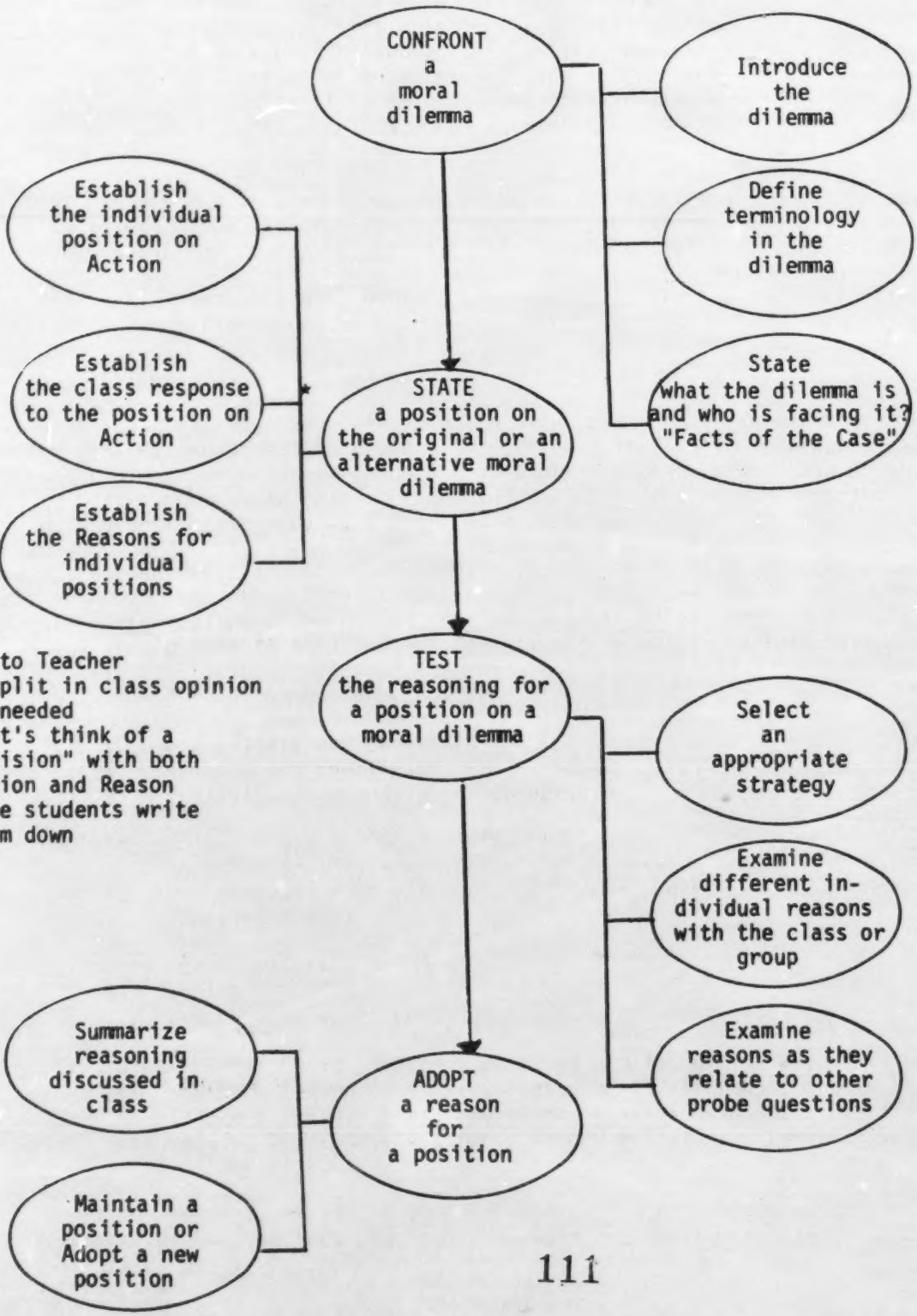
Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

Moral Development vs. Values Clarification

These approaches differ in their thinking about values. Kohlberg feels that, in a pluralistic society, students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a stiuation.

Moral Development	Values Clarification
1. Deals with only moral issues	1. Deals with moral and non-moral issues
2. "Should" questions	2. "Would" questions
3. Must justify reasoning to increase development	3. Don't have to justify reasoning
4. Goal is to clarify and develop problem solving skills	4. Goal is to help students to know themselves, communicate and build a sense of community.

DIAGRAM OF THE TEACHING PROCESS
FOR TEACHING A MORAL DILEMMA - MORAL REASONING


CONFRONT a moral dilemma
Introduce the dilemma
Define terminology in the dilemma
State what the dilemma is and who is facing it? "Facts of the Case"
Establish the individual position on Action
Establish the class response to the position on Action
Establish the Reasons for individual positions
STATE a position on the original or an alternative moral dilemma
TEST the reasoning for a position on a moral dilemma
Select an appropriate strategy
Examine different individual reasons with the class or group
Examine reasons as they relate to other probe questions
ADOPT a reason for a position
Summarize reasoning discussed in class
Maintain a position or Adopt a new position

*Note to Teacher
1. A split in class opinion is needed
2. "Let's think of a decision" with both Action and Reason
3. Have students write them down

STEP 1 Confronting a moral dilemma

Step 1 consists of three activities. First, the teacher presents the dilemma to the students by having them read the dilemma silently or aloud. Second, the teacher helps students to clarify the meaning of any terms or words which are used in the dilemma and which some students may not understand. Finally, the teacher helps students to confront the moral aspects of the dilemma by asking them to state the moral issue which the dilemma raises.

STEP 2 Stating a position on the original or alternative dilemmas.

In this step, the teacher ascertains the division within the class about what the major protagonist in the dilemma ought to do. Each dilemma ends with a question such as this one: Should Fritz let the prisoners escape? In order to teach for cognitive moral development, the members of the class must divide over the answer to this question. Some teachers ask students to indicate their feelings by holding up their hands while they shut their eyes so that the votes of others will not influence them. Other teachers ask several students to express their opinions and the reasons for their opinions and then ask for a vote either openly or in private. If at least a third of the students in the class elect each position, the teacher moves immediately to Step 3, skipping the alternative dilemmas.

If at least a third of the members of the class do not line up on each side of the issue, the teacher introduces an alternative dilemma from the lesson plan to establish a division among the students. One set of alternative dilemmas has been designed in case the class agrees that the protagonist SHOULD take a particular course of action. Another set should be used if the class agrees that the protagonist SHOULD NOT take a particular course of action. The teacher should make sure that the students understand the terms used in an alternative dilemma and that they see the moral issue involved. Then the teacher should determine how the class divides on the issue, and proceed to Step 3.

STEP 3 Testing the reasoning for a position on a moral dilemma.

Next, the teacher begins to help students test their reasoning by choosing an appropriate method of class deployment. All four methods of class deployment promote maximum student-to-student interaction. During the testing stage, students examine, analyze, and compare their own reasons with reasons offered by other students. The teacher keeps the attention of the class focused on reasoning rather than on what a protagonist should do. Probe questions provided in the lesson plan help students to examine their reasoning in a variety of circumstances. The deployment strategies are:

Strategy A

Divide the class into groups of five to eight students. Each group should consist of individuals who agree about the appropriate action on a dilemma. Have the members of each group work out a list of reasons for holding their position. After the groups have worked for ten to fifteen minutes on this initial task,

have each one select three reasons which reflect the best reasoning for their position on the moral dilemma and arrange these in priority. You should move from group to group, helping each group develop its list of reasons. Ask the recorder from each group to report on the final list of "best" reasons. Since you will have several groups working on listing reasons for opposing positions on the moral dilemma, a general class discussion focused on moral reasoning should follow reports from the groups. Encourage students to challenge one another's reasoning and to help focus the dialogue on why individuals believe one reason is more appropriate than another. The discussion will often focus on two or three conflicting reasons. If the general class discussion becomes too repetitive or loses momentum, use a probe question or an alternative dilemma to refocus the discussion or to check the consistency of those students arguing a particular position. Ask students who indicated they were undecided or students who are not active in the discussion to summarize the dialogue or offer their opinion of the discussion.

Strategy B

Organize the class into small groups with each group including members who do not agree about the action of the dilemma. Ask the members of each mixed group to discuss their positions and the reasons for their positions in order to produce a list containing the two best reasons on each side of the issue. One of the objectives of this strategy is to have students discuss the dilemma from each position on action with the task of the group focused on reasoning rather than on the initial position. A general class discussion should follow group reports of discussion. With this strategy you may find it helpful to have groups record their best reasons on the chalkboard so that everyone can see different ways of thinking about the dilemma.

Strategy C

Ask all students in the class to write out three reasons why they hold the particular position that they do on the dilemma. Choose four students to debate, two from each position on the dilemma. Let the debate begin among the four protagonists. After they have debated a few minutes, invite four additional students, two from each position, to enter the debate in order to add additional reasons for the position on the dilemma. Encouarge the debate to continue for a few minutes. During the debate ask the students not in the debate to summarize or paraphrase the reasoning used in the debate. Also encourage students listening to the debate to question members in the debate and to interject reasons which they have written down but the debaters have not used. The debate format provides a method for verbally listing a series of reasons. You may decide to continue the class in several ways:

1) if the debate among the eight students and the involvement of the rest of the class seems productive, you can continue the debate.
2) You can establish four debating groups in the class and give each group the task of determining the best reasons for a proposed action.
3) You can establish four groups and give them the task of summarizing the reasons offered during the debate and decide which reasons seemed most appropriate.
4) You could guide the debate format into a general class discussion focused around the probe questions.

Strategy D

After determining a class division on action, divide the class into groups of five to eight students whose members agree about the appropriate action on a dilemma. Have members of each group develop a list of reasons for holding their position. The teacher should move from group to group helping students to complete this task. Give each group from ten to fifteen minutes to develop its reasons. Each student should write down the reasons listed in the group.

Reorganize the groups so that half of a group holding one position exchanges places with half of a group which stated an opposing position on action. Have the members of the new groups complete the following tasks:

1) Report the reasons developed in the previous discussion to the other half of the group.
2) Discuss the reasons. Each half of the new group should challenge the reasons offered by the other half and ask questions about why they think these reasons are good ones.
3) Each half of the new group should then meet for from three to five minutes to decide which reason the other half offered is the best one.
4) The groups should report their decision to the class with specific emphasis on why each sub-group selected a particular reason which others had offered.

You may want to prepare a group task sheet which explains the small group task for this strategy. Allow sufficient time for the groups to complete the tasks. Use probe questions with the entire class if any time remains after all groups have reported.

STEP 4 Adopting a reason for a position.

During the final stage of the teaching process the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original postiion using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

COMMON PROBLEMS IN TEACHING THE MORAL REASONING STRATEGY

1. TIME DISTRIBUTION AMONG THE STEPS OF THE STRATEGY
2. SKIPPING STEPS
3. NOT DEPLOYING WITH CLEAR TASKS, RECORDERS
4. POOR SELECTION OF DEPLOYMENT STRATEGY
5. TOO FEW OR NO PERCEPTION CHECKS ESPECIALLY ON TASKS
6. DISCUSSION LEADING INTO STUDENT-TEACHER INTERVIEWING
7. CONTENT DIVERSIONS (NON-MORAL FOCUS IN THE DISCUSSION)
8. POOR PROBES OR INAPPROPRIATE USE OF PROBES

MORAL DILEMMAS TO BE USED WITH THE HOHLBERG APPROACH

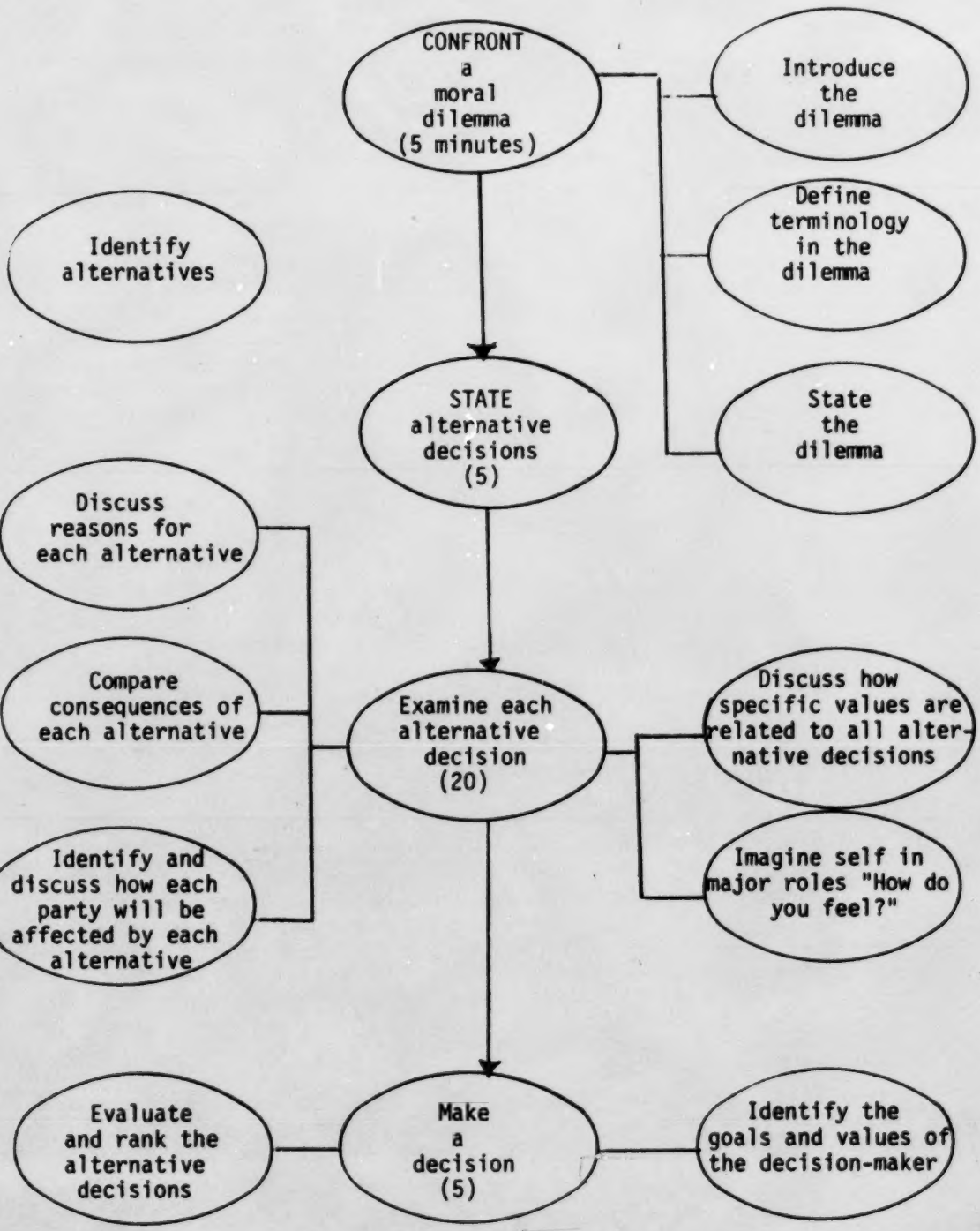
Sound Filmstrips for Primary Years - Guidance Associate Kits*

1. It Isn't Yours
2. You Promised

*Complete A-V Kits are found in Parker School and are available through inter-school mail.

(Grade 2)

THE VALUES ANALYSIS STRATEGY


CONFRONT a moral dilemma (5 minutes)
Introduce the dilemma
Define terminology in the dilemma
State the dilemma
Identify alternatives
STATE alternative decisions (5)
Discuss reasons for each alternative
Compare consequences of each alternative
Identify and discuss how each party will be affected by each alternative
Examine each alternative decision (20)
Discuss how specific values are related to all alternative decisions
Imagine self in major roles "How do you feel?"
Evaluate and rank the alternative decisions
Make a decision (5)
Identify the goals and values of the decision-maker

The Decision-Making Steps Explained

1. Identify and define dilemma.

   Usually students will read the dilemma or it may be read orally to the entire group. Once the teacher is sure that students understand all the terms in the situation and they understand the nature of the dilemma (why it is a moral dilemma), students may form small groups for the actual lesson. Appropriate audio-visual materials may be used if desired. The class could listen to a tape recording of the dilemma as an alternative presentation.

2. List all possible choices, their consequences, and the persons directly affected, and how affected.

   There are always two choices which should be obvious in each dilemma. Upon further consideration and discussion, other alternatives will most likely appear. Each choice will have one or more consequences, and several persons may be directly affected by a particular choice.

3. Put yourself in the place of each person each decision most affects.

   The key concept here is objectivity; while difficult to attain, the student is able to recognize that there may be other value systems operating which are different from his own.

4. Compare the values of each alternative and rank them.

   Depending on the alternative under consideration, certain values associated with that particular alternative will emerge. They may be ranked in the order of importance or worth to that particular individual.

5. Make a decision and act upon it.

   This is the summation of the process. An important consideration here is that the student does not reveal his decision to others if he so desires. If an intelligent and logical decision is to be made, the importance of going through the preceding four steps as thoroughly as possible should be obvious.

Moral Dilemmas to be used with VALUES ANALYSIS APPROACH

1. To Tattle or Not To Tattle
2. The Puzzle Book
3. The Lazy Actor

TO TATTLE OR NOT TO TATTLE?

The Dilemma:

You have had the playground rules and the reasons for them explained to you. You and Joey are playing on the slide. Joey sits down backwards and goes down that way. You tell him not to do it that way, but he laughs at you and slides down backwards again. You run to tell the teacher and Joey is mad and yells at you "Tattletale, Tattletale, stick your head in the garbage pail!"

Do you keep walking to the teacher to tell her what Joey is doing?

THE PUZZLE BOOK

The Dilemma:

There is a shelf in John's classroom filled with books and magazines. The teacher told the children that they could enjoy these books, but they may not take them home or write in them. They may, however, leave them in their desks until they finish reading the books.

When John was ready to go home, he reached for his math book and didn't realize that he had also picked up a small puzzle book he had been reading. He put both books into his book bag and went home. When he took out his math book to do his homework, he noticed the puzzle book and left it on the table. During supper, his younger brother got into the book, scribbling a few pages with a pen.

John didn't know what to do. John knows his teacher would never miss the book and he would have fun doing the rest of the puzzles in the book. Should he bring the book back or simply keep it at home?

THE LAZY ACTOR

The Dilemma:

You are in a very long and hard school play. You have one of the lead parts. The teacher has told you and told you to get your lines memorized, but you have put it off and now the day of the play is here and you don't know them. She asks you if you are ready, because if you aren't, she has a boy that does know the part who could do it in your place. You think you could write your lines on a small piece of paper and sneak a peek at them on stage. What do you do? Lie and say you know them? Or tell the truth and be out of the play?

Guidelines in Teaching Values Clarification

The teacher should:

1. Follow the seven basic steps of the strategy.
2. Generate data; then analyze.
3. Assure students of privacy of responses, yet encourage sharing. The "I pass" technique should be utilized.
4. Allow activity to happen, then discuss (i.e. debrief).
5. Create a low threat or non-threatening situation.
6. Avoid moralizing or supplying the "right" answers.
7. Create a climate of acceptance.
8. Be non-judgemental.
9. Get involved in the process.
10. Integrate strategies with content.

Method #3 - Values Clarification

Teacher's Guide and Suggested Activities - Grades K-6

1. Values Grid
2. Public Interview
3. Interview Whip and Interview Chain
4. All About Me
5. Magic Box

VALUES GRID

PURPOSE

The Values Grid usually drives home the point that few of our beliefs or actions fit all seven of the valuing processes. This activity indicates what steps we must take in order to develop stronger and clearer values.

PROCEDURE

The teacher either gives students, or asks them to construct, a "values grid," as shown below:

ISSUE	1	2	3	4	5	6	7
1							
2							
3							
4							
5							
Etc.							

Then the teacher and the students name some general issues, such as Vietnam, water pollution, population control, abortion, race relations, a specific election, a school issue, etc. The students list these issues on the lines on the left-hand side of their papers. Next to each of these general issues the student is to privately write a few key words that summarize for him his position or stand on that issue.

The seven numbers heading the columns on the right-hand side of the paper represent the following seven questions:

1. Are you proud of (do you prize or cherish) your position?
2. Have you publicly affirmed your position
3. Have you chosen your position from alternatives?
4. Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
5. Have you chosen your position freely?
6. Have you acted on or done anything about your beliefs?
7. Have you acted with repetition, pattern or consistence on this issue?

The teacher can read these seven questions to the students, or write them on the board, or the students can write the key words (those that are underlined) at the top of each column. The students then answer each of the seven questions in relation to each issue. If they have a positive response to the question on top, they put a check in the appropriate box. If they cannot answer the question affirmatively, they leave the box blank.

TO THE TEACHER

After they have completed marking their grids, the students can form trios, with each student discussing one of the issues, his position on it, and how it did or didn't meet the seven valuing processes. Your students have undoubtedly engaged in many discussions of the issues they have listed in the values grid. It is worthwhile for the students to note how the approach here differs from discussions they may have had previously. It should become apparent that here they are not being called on to defend the content of their beliefs, but are rather being asked to evaluate how they arrived at their convictions and how firm they are in their beliefs.

The students should understand the seven processes, which are the basis for the values strategies they are doing. Many teachers post the seven processes permanently in the classroom.

The students might want to save their papers and look at them again at some future date. They will be able to see not only whether the content of their beliefs has undergone any change, but more important, whether there have been any changes in the quality and degree of their convictions.

PUBLIC INTERVIEW

PURPOSE

This strategy gives the student center stage in the classroom and the opportunity to publicly affirm and explain his stand on various values issues. Later on, inevitably, the student goes over his answers in his mind and thoughtfully considers what he has said publicly. It is one of the most dramatic values strategies and one of the students' favorites.

PROCEDURE

The teacher asks for volunteers who would like to be interviewed publicly about some of their beliefs, feelings and actions. The volunteers sit at the teacher's desk or in a chair in front of the room, and the teacher moves to the back of the room and asks the questions from there.

The first few times, the teacher reviews the ground rules. The teacher may ask the student any question about any aspect of his life and values. If the student answers the questions, he must answer honestly. However, the student has the option of passing if he does not wish to answer one or more of the questions which the teacher poses. The student can end the interview at any time by simply saying, "Thank you for the interview." In addition, he may, at the completion of the interview ask the teacher any of the same questions that were put to him.

SAMPLE INTERVIEW QUESTIONS
(for general use)

1. Do you get an allowance? What kind? Do you have to do anything for it?

2. Do you go to Sunday school or religion class? Do you enjoy it? Are you getting anything out of it?

3. Does your family do anything together that is fun?

4. If you could be any age, what age would you like to be?

5. Did you go on a vacation this year? If you could go anywhere in the world you wanted to next year, where would you go?

6. Will you be a cigarette smoker? Why?

7. Do you wish you had a larger family or a smaller family, or is your family just the right size?

8. As you look at the world around you, what is something you sometimes wonder about?

THE INTERVIEW WHIP AND INTERVIEW CHAIN

PURPOSE

These two strategies are major variations on the Public Interview (Strategy Number 12). Their purpose is to give students additional opportunities for publicly stating and explaining their views.

PROCEDURE

In the Interview Whip, the teacher "ships" around the classroom, in order or randomly, asking interview questions of each student. He may ask several students the same question, or he may choose to ask a different question each time.

In the Interview Chain, the teacher starts out the chain by addressing an interview question to a student. After answering, that student must then ask another student an interview question, and the chain continued in this manner.

A student may always pass. In the Interview Chain, a student who passes may still ask a question if he wishes. There is never a penalty for passing.

TO THE TEACHER

The questions suggested for Public Interview are just as appropriate for these two strategies. But, as with the Public Interview, many of the best questions come spontaneously, as the interviewer follows his curiosity about the interviewee, or as he gets an idea from an answer given to a previous question.

Below are some examples of Proud Whip questions for younger children:

1. I am proud that on my own I can ...
2. I am proud that I spent my allowance on ...
3. I am proud that when I am scared I ...
4. When I watch TV I am proud that ...
5. I am proud that I made my friend happy by ...
6. I was proud that even when the other kids did ... I ...
7. I am proud that this summer I ...
8. Something my family has done all together this year which made me proud ...
9. I am proud that I use my toys ...
10. I am proud of what I did about ...
11. I am proud when the other kids say that I ...
12. I'm proud that I made ...
13. I'm proud that I helped keep my city clean by ...
14. I am proud that I keep healthy by ...
15. I'm proud that I helped make my school a happier place ...
16. I'm proud that my father (mother) ...

ALL ABOUT ME

PURPOSE

This strategy comes from a fourth grade teacher who asked her students to keep a notebook called, "All About Me." It provides students with an opportunity to think, and make statements, about their lives in a systematic, on-going way. It could be considered another version of the Values Journal or Values Data Bank (Strategy Number 17), and is also similar to Pages for an Autobiography (Strategy Number 36).

PROCEDURE

The teacher has students write a story in their notebooks every other day. Stories are titled:

1. Who Am I?
2. Who Takes Care of Me?
3. I Am Proud ...
4. Someday I Want To Be ...
5. My Funniest Experience
6. If I Could Change the World
7. My Friend

The Unfinished Sentences (Strategy Number 37) provide many ideas for stories.

Occasionally, the students may read their stories aloud to the class, or show them to a friend or to their parents. They may add to them, change them, organize them into an autobiography.

MAGIC BOX

PURPOSE

To help students think about what they value.

PROCEDURE

The teacher tells students about a magic box which is very special. It is capable of making itself very small or very large. Best of all, it can contain anything that the student wants it to contain. The teacher then asks students, "If you came home from school today and found the magic box waiting for you to open, what would be in it? Remember it can have anything you want, tangible or intangible." Students are to write down their answers or tell them to the class.

The teacher might then ask other questions like:

1. What would you want in a magic box for your mother?
2. What would want for your best friend
3. What is the smallest thing you would want?
4. What is the largest thing?
5. What would you want for poor people?

Students are to keep what they write in their Data Banks (Strategy Number 17). After they have done this activity several times, the students might be asked to rank order (Strategy Number 4) the things they want most for themselves. They might also be asked if they have been doing anything to attain these things.

NOTE TO THE TEACHER

Seven Important Items To Remember

1. A teacher leads a class discussion of a moral dilemma by asking appropriate questions which help to clarify the circumstances and to focus the discussion on moral reasoning.

2. The best discussion of a moral dilemma involves students doing most of the talking.

3. A teacher may not need to cover all of the optional dilemmas and the list of probe questions included in each lesson plan. It is possible to cover each step in the teaching process and facilitate a good discussion by only using the original dilemma and several questions.

4. It is not necessary for the teacher to identify stage-related student comments during a class discussion.

5. A class discussion of a dilemma should focus primarily on the moral aspect of the dilemma situation rather than the content or factual aspect.

6. Most of a class session should be devoted to the small group tasks, a general class discussion, and a closing technique.

7 Part of this experimental project involves an attempt to measure the usefulness of the teaching process. Therefore, review each step prior to teaching each moral development lesson.

K-12 Report Form: Use of the Moral Reasoning Strategy

Name_____

School_____

Grade_____

1. I have taught the following dilemma:

   Name of dilemma:_____
   Publisher (if any)_____

2. What went well:

3. Problems:

4. Other Comments:

5. Would you like a building resource person to visit you at a mutually convenient time? Check appropriate ones below:

   _____ No, I can proceed well enough on my own for the time being.

   _____ Yes, I'd like to discuss this aspect of the K-12 curriculum. (Could be about materials, classroom strategy, etc.)

_____ I'd like to receive some self-instructional materials on Kohlberg's theory, the teaching strategy, other:

_____.

6. I will teach another moral dilemma using this strategy sometime in the month of _____.